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## ABSTRACT

This booklet contains brief descriptions of 50 successful education programs developed and operated with initial funding from the U.S. Office of Education. Each program has been judged by the Joint Dissemination Review Panel of the Education Division of the Department of Health, Education, and Welfare, and has been certified "effective" for use by other school districts. The program descriptions are organized under the following broad topics: reading, language arts, and mathematics; early childhood; career and vocational education; education for handicapped children; bilingual and migrant education; environmental education; alternative schools; and special interests such as urban arts, political and legal education, elective independent study, student alienation from the school system, health education, basic reading for adults, and experience based career education. (CH)

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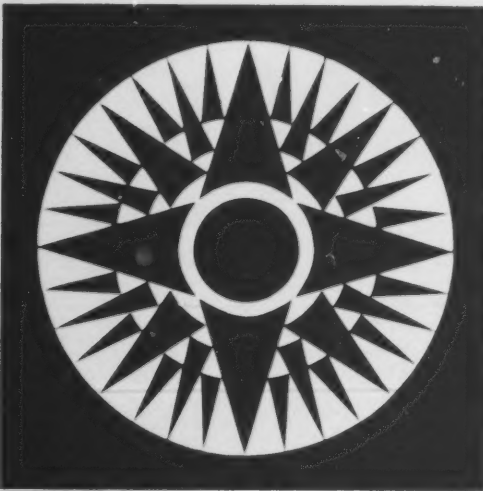
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# Education In Action

## 50 Ideas That Work

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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# Foreword

This booklet contains 50 short stories describing successful education programs developed and operated with initial funding from the U.S. Office of Education.

Each program has been judged under rigorous standards by the Joint Dissemination Review Panel of the Education Division of the Department of Health, Education, and Welfare. Each has been certified "effective" for use by other school districts.

Originally 130 stories were written by public affairs specialists in the Office of Education. Many sparked feature stories in local newspapers and on radio and television programs. Of these, 50 have been selected for this collection. They represent a broad range of education ideas which in the past few years have brought improved learning opportunities to thousands of young people.

Staffers who have contributed to this collection include Iris Akers, Allen Alexander, Wilma Bailey, Myron Becker, Rita Bobowski, Ken Coggeshall, Dick Elwell, Jane Glickman, Norman Greenberg, Charlotte Hoffman, Jane Hoyt, Story Moorefield, Marie Robinson, Edith Roth, and Gwen Smith.

JEANNE S. PARK  
Chief, Information Services Branch  
Office of Public Affairs

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**Reading,  
Language Arts,  
And Math**

## PAL (Pupils Advancing in Learning)

What if teachers could only say yes? What if coke came out of water fountains? What if the streets were made of marshmallows? What if -----

The possibilities are endless and all are inside a gaily papered cylinder (made from a potato chip can) from which the children in the Adams County (Colorado) School District No. 12 remedial reading program pick assignments. Whatever the "what if" may be, that's what they write about—learning to respond creatively, to use new words, to spell and write them.

The idea is to motivate children who are poor readers, who seldom know success and, as a result, don't always think much of themselves. The fun things and small daily successes go a long way toward helping these youngsters strive toward grade level in reading. All are well below when they start the program.

"We don't think of these things so much as games as instructional activities," says Carolyn Tennant, special program coordinator of PAL, *Pupils Advancing in Learning*. "We do a lot of unusual things to create interest in reading and books."

For example, there's a blue fuzzy "bookie monster" which the children get to feed each time they finish reading a book; old telephone booths where they can read aloud into a tape recorder and play back their own voices or listen to a taped story while following it on the printed page; and a bulletin board with bones labeled with short and long vowels which the youngsters sort into appropriate doggie bowls.

But along with all this fun and games there is a vigorous instructional program conducted by highly trained specialists giving a lot of individual attention. Children are taught in small groups with not only commercially prepared materials but with books, games, and other devices developed by the teachers.

About 600 children in 16 elementary schools participate in PAL. They are in grades 1, 2, and 3 in Adams County School District No. 12 which serves Northglenn, Thornton, and several other suburban communities north of Denver.

Initially only in schools with high concentrations of low-income children, the program now operates in all of the district's elementary schools.

Because success is so important for the slow learner, the program focuses on short-term goals which can be reached daily. "We feel that every child can do something, so we provide the appropriate materials so he can know success and feel good about himself," Tennant says.

"We send home lots of Smile-o-Grams," she goes on to say. "We want the parents to know the good things their children are doing in school."

As a result, parents form a strong core of the program. They make many of the games with which the children work. They attend workshops to learn how to use items they may have around the house—like oatmeal boxes, shoe boxes, string, and colored paper—to make learning devices. They also sponsor SAFLAF—Summer Activities for Learning and Fun—at which parents can view and buy inexpensive books, materials, games, and other things to help their children learn at home during the summer months.

Many of these same items are available for checkout from the parent resource room all year long. Teachers keep the parents informed about current classroom activities so they can coordinate work-at-home materials with whatever the children are learning in school.

Inservice training is another important part of PAL. The needs of the teachers are assessed annually and training sessions planned accordingly. Last year an exciting teacher training program focused on BASICS, Building and Applying Strategies for Initial Cognitive Skills.

BASICS kept the teachers after school 3 extra hours for 8 weeks in a row. There were two sessions, one in the fall, another last spring—both voluntary. Yet all the PAL teachers attended.

These ingredients—a stimulating program, good parental involvement, and a highly trained staff—have made PAL outstandingly successful. It is one of 150 exemplary programs cited by a panel of experts from HEW's Education Division as worthy of duplication by other school districts.

But anyone who copies the program—beware! "We in Denver have one very serious problem," says Tennant. "Too many children want to get in—even ones who have no reading or adjustment problems."

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## Glassboro Right-To-Read

Television and filmstrip production is a matter of "class" for many six- to eight-year-olds in Glassboro, New Jersey. Elementary students are the stars, scriptwriters, and narrators. Teachers and teacher aides, library media specialists and aides, and high school media students are the directors and technicians.

All of this—and more—is happening in an imaginative Right to Read Project in the Glassboro Public Schools.

The project has as its chief goal the improvement of reading and language skills. It does this through individualized instruction, student activities, and student- and teacher-made materials.

Students create not only television programs but filmstrips and sound-slide presentations. Sometimes with very little assistance from their teachers and sometimes with a lot of help, the students go through the media production process from beginning to end.

In a television project, they select the subject and title of the show, prepare the script and art work, and participate in the dramatizations.

The technical side of the production is handled by a teacher-coordinator and high school television production students. Similar expertise in filmstrips and sound-slide presentations is provided by library media specialists and aides.

The 10- to 15-minute TV shows are filmed in the classroom, the high school television studio, or at an on-site location. The filmstrips and sound-slide shows, usually 5 to 10 minutes in length, are prepared in the Library Media Center. TV shows usually involve an entire class; filmstrips and audio-slide presentations are generally individual or small group undertakings.

All of the productions cover a wide array of subjects. Basic informational topics include such things as nutrition and safety. Historical shows feature "The Colonial Classroom" and "The First Thanksgiving." The students also handle current events and all the other things that are of special interest to children.

Like Sesame Street and the Electric Company, their shows are available, upon request, via closed-circuit television to any classroom in the school system. Filmstrips and sound-slide presentations are available through the Library Media Center.

Along with all of this creativity in the arts, the project offers a creative classroom atmosphere. Students work to improve their reading and language skills in rooms reorganized for their particular needs and individual tasks.

There is volunteer team teaching, and space, resources, and instructional know-how are frequently pooled to better help the students.

But equally important—perhaps more so—is the fact that each student works at his or her particular reading level. Pretests indicate how well the student can read and pinpoint what areas need improvement. The teacher then provides individual help to each student, concentrating on his weaknesses and capitalizing on his strengths.

Such an approach has resulted in nothing but good things for Glassboro students. They have less frustration, increased self-confidence, greater pride in achievement, and a happier feeling about school. And they definitely have improved their reading and language skills.

Reading scores tell the story. In the first year of the project's operation, students achieved 1.7 years in reading during an 8-month instruction period. In the next two years, they grew 1.5 and 2.4 years.

In 1971-73, the Glassboro Right to Read Project involved only pre-kindergarten through third grade students. Since 1974 the Right to Read philosophy and principles have been utilized throughout the school system—pre-kindergarten through the 12th grade. This expansion is no small step for a school system involving 5 schools, some 2,500 students, 180 teachers, 30 teacher aides, 68 volunteers, and various other staff.

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## Systems Directed Reading

Six-year-old teachers are hard to find. But that's how old Jimmy Hampton was when he started teaching his parents how to read.

Jimmy—not his real name—is a second grader at Harley Holben Elementary School in Elkhart, Indiana, where he learned to read last year.

His parents, who came from Appalachia to work in the Elkhart trailer industry, never went to school. Therefore, they couldn't read the materials they were given at a school conference.

So, with the enthusiasm of any good teacher for his subject, their son shared his newly acquired knowledge with them. He went about it step-by-step, just the way he was being taught through the Systems Directed Reading (SDR) method used by the Baugo Community Schools, which includes Harley Holben.

"Jimmy borrowed some of the beginning skills exercises and took them home to his parents," says Betty Warner, director of the reading program.

"He taught them the alphabet first, and how to write their names. Then, he showed them how to read simple stories by sounding out the words."

SDR divides the various skills needed for word attack and comprehension into grade levels. At each level there are 500 exercises which are stored in a skills bank. All the student has to do is pick up the exercises for his particular level and work them out.

Skills are grouped under different headings. Under the general heading of "comprehension," for example, are exercises to show how to find the main idea of a paragraph or story, to teach the use of reference materials, to separate fact from opinion, and put things into sequence.

Under "word attack," the student learns the beginning and ending sounds of words, short and long vowels, contractions, suffixes, and prefixes.

At the end of the school year, the child's precise reading level is determined through a test of reading achievement. If the goal level has not been attained, the student is further tested to discover the source of his or her problem. It might be a physical problem that interferes with reading, a lack of intellectual capacity, or it may be that the student doesn't work very hard. Sometimes the problem is caused by something entirely different.

"One child," explains Ms. Warner, "was a third grader who couldn't read or write his name, even though he was of average intelligence. We found out that he had been to 11 different schools! After he had been with us for one year, he advanced 2½ years in reading."

"When we started this program," she says, "40 percent of the children completing third grade were already a year behind. Now, only one or two percent are in this situation. By the time they leave our building at the end of fifth grade, 90 percent will be proficient readers."

There are 1,500 children in the Elkhart area using the SDR system. They are in two elementary schools, one high school, and one middle school.

Over the past two years, 850 teachers from all over the country have been trained in this reading method, and through them 10,000 students in 75 school systems have been reached.

"The program," as Ms. Warner explains, "is to make each child an independent and lifelong reader."

There is no question that it has succeeded with little Jimmy Hampton—and his parents.

For further information:

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## HOSTS

Vancouver is a small city in Washington but it has one of the biggest—and most effective—reading programs in the Nation.

Involved are 1,700 students in 27 Vancouver public schools and two parochial schools, several hundred adults PLUS more than 2,000 community volunteers.

The program, which has turned Vancouver into a city of readers, is the brainchild of Bill Gibbons, a former football coach. It all began when Gibbons discovered he had to write the football plays on pieces of paper and tape these to his players' wrists if he expected them to execute the maneuvers on the field.

The fact that such a tactic was necessary bothered Gibbons, and he decided to do something about it. He quit coaching and went into classroom teaching.

Reading, Gibbons found, was the basic problem. Many students, no matter what their grade level, simply could not cope with the written word. One-to-one tutoring would help, he knew. But where could he get that many teachers—or that much money? Where else but the community—and as volunteers.

If enough people volunteered, the program would cost very little money. The only extra cost would be for the preparation of a tutor training manual and notebook.

Gibbons' plan was simple. The teachers would test the children as usual to find each one's specific reading problems. Daily lesson plans would then be developed to attack each skill deficiency, and the volunteer would do the actual tutoring.

In practice, it works like this. Each student has a folder which lists the skills on which he needs to work—such things as phonics, comprehension, vocabulary. In all, some 200 skills have been identified and an attack method developed. These are stored in a materials bank.

The job then is simply to match the remedy to the problem. Each day, the teacher puts the appropriate lesson plan in the student's folder, and the volunteer carries out the treatment with the reading specialist serving as monitor.

According to Gibbons, it doesn't matter what qualifications a volunteer may have as long as he or she can follow instructions and is a responsible individual who likes to work with children.

"If the volunteers can read—we want them," Gibbons said. "And we got them from all areas of the community and from the school itself. We have



volunteers who are as young as 12 years old and we have one grand old lady who is 86."

Each fall the community stages an all-out search for tutor-volunteers. Individual homes are canvassed. Food stores insert bag stuffers in every grocery order, and every store clerk in the city wears a HOSTS button. There are HOSTS posters showing community workers involved in the program, and there are newspaper stories, radio and TV announcements.

HOSTS has become an acronym everyone knows. It stands for "Helping One Student to Succeed"—and it's the goal of the one-to-one tutoring program.

"You can't walk down the street in Vancouver without meeting people who know about the program," Gibbons proudly says. "They either have a child in the program, are serving as a tutor, or know someone who is."

Not only does the program operate in the schools, there are HOSTS tutors working with illiterate adults at Clark College, and the high school has adult classes every Tuesday and Thursday nights. In the past 4 years more than 600 adults have participated.

Thirty men and women, however, form the backbone of the adult program. They have been attending HOSTS classes ever since they began in 1972.

Who are they? One woman came because her doctor gave her some literature so she could potty train her child. She couldn't read it. A young man came after his daughter crawled into his lap and asked him to read to her. He couldn't do it. Others come for employment reasons; others for personal satisfaction.

Some, however, *don't* come because they are ashamed. But they too are helped. If a person doesn't want to be seen attending school, the tutor will go to his or her home—or wherever that person may be. "We've even had tutors work with people in the hospital," Gibbons says.

For further information:

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## Chicago's Pre-Algebra Program

Math is just as hard to teach in Chicago as it is anywhere else. But here they are doing something about the problem and doing it within the district's budget.

"Everyone can find a million dollar solution," says Mrs. Dorothy Strong, director of mathematics for the Chicago Board of Education. "But we have found that by spending just a few dollars for teacher training, we can get kids who are behind in math up to grade level and ready for algebra."

Each year about 5,000 Chicago youngsters participate in Mrs. Strong's program. They are seventh and eighth graders—who are underachievers in math—plus some remedial ninth graders. All volunteer for the program.

And no wonder. The program turns nonachievers into achievers—often at triple the rate that normally could be expected.

In Pre-Algebra, children work in a mathematics laboratory where they get "real world" experience and then move into a regular classroom with intensive student-teacher interaction. And because most children with math problems have reading problems, they also spend a fifth of their time receiving reading instruction.

Along with all of this there are individual testing, diagnosis, and specially built lessons for each child.

In the laboratory, materials and equipment are deliberately chosen to motivate youngsters to conquer their math problems. For example, hand computers aid their understanding of decimals. Peg boards, maps, calculating instruments, games, and puzzles provide further assistance. The teacher is always present—not as an authoritarian or spoon-feeder of facts but as a person working with the student in the learning process.

Students are encouraged to be responsible and to take credit for their own learning. They keep their own records, correct their own mistakes, and select the materials needed for improvement.

In the classroom, the student continues to work on the same math concept he worked with in the lab but in a more traditional setting. As each skill is conquered, it serves as a base upon which the next is built. And it is reinforced three ways.

"Because these children are behind and must catch up quickly, we teach more than one thing at a time," says Mrs. Strong. "A lesson in addition can also teach a child place values and multiplication."

Mrs. Strong is not content with the usual 1 year's growth for 1 year of instruction. "For the child who is behind, 1 year isn't enough," she says.

"Any less than a 2 years' achievement in a year would still keep that child's head under water."

For example, a child who is 3 years behind in math who gains but 1 year per year would still be 3 years behind when he gets to high school. And he'd have to go into remedial math rather than algebra.

"And nothing turns off a kid more quickly than failure," Mrs. Strong points out. "So many of our children would have dropped out of school if they had not had the opportunities afforded by our program."

Not only have these pre-algebra students stayed in school, they have stayed in successfully. Ninety-two percent complete algebra; 85 percent go on to take additional math courses and 15 percent of these take 4 years of high school mathematics.

For further information:

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## Wichita Corrective Reading Program

Can you imagine walking through an entire school where there is almost complete quietness, little or no movement, and everyone is reading a book, a magazine, a newspaper, or some kind of publication? Not only are all students reading but so are the teachers, teacher aides, the principal, office staff, the janitors, and cafeteria workers.

It happens about 3 days a week in 12 elementary schools and several secondary schools in Wichita, Kans. During a Sustained Silent Reading Period, which lasts anywhere from 10 to 30 minutes, everyone in these schools reads—something from home, from the library or classroom materials. Whatever they like.

The idea, of course, is to encourage reading for pleasure as well as for classroom assignments. And it's working. Almost everyone looks forward to the silent reading periods—and that goes for the school personnel as well as the students.

Students in 19 elementary schools also have a chance to earn a book. This project seeks to encourage children to read and develop their own libraries. Books are purchased with Parent-Teacher Association funds and other community resource monies. Students receive a book of their own for every six books they read.

But if the student is a slow reader, this is taken into consideration. These students may receive one book for every one they read, because the task is harder for them.

Some schools have given out more than 1,000 books under this project.

These innovative activities are part of Wichita's city-wide Corrective Reading Program which seeks to improve the reading skills of elementary school children with reading deficiencies. Specifically, the program goals are to improve the reading level, vocabulary, and comprehension of students who have serious reading problems.

In reading centers located in each of the 19 Title I elementary schools, 56 special reading teachers provide instruction and assistance to students in grades 2 through 6. Assisting them are 20 teacher aides and a number of volunteers.

Through an "extended service" plan, reading assistance also is provided to eligible students who attend the city's other 58 public elementary and 6 parochial elementary schools.

Students are pretested so that they can be given concentrated, individualized attention in attacking their reading problems. In many cases they are given one-to-one help.

The students are later posttested to see how successful these efforts have been. Gains in reading achievement, vocabulary, and comprehension average 1.3 months for each month of instruction.

Although there are many factors contributing to the success of the program, key among them is the fact that the parents are involved in almost all aspects of the reading improvement program. Another big help is a Youth Tutoring Youth Project for seniors in the city's six high schools.

Wichita's Corrective Reading Program shows how by working together a school system and a community can make good readers out of poor readers.

For further information:

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## Remedial Reading (Title I)

There's nothing fancy about the Remedial Reading Program for disadvantaged children in Flagstaff, Arizona. It's just a good, sound program that does its job and does it well.

So well in fact that it has induced four Havasupai Indian families who live in the bottom of the Grand Canyon to send their children to school in Flagstaff. The children stay with a Mexican-American family and speak three languages—English and Spanish as well as their Indian tongue.

About 850 other youngsters in grades 2 through 9 also benefit from the remedial program. They come from schools with high concentrations of low-income children—six of the ten Flagstaff elementary schools, both junior highs, and St. Mary's parochial school.

The program begins each fall when reading teachers and counselors decide who will participate. Top priority goes to children who score in the lower 25 percent on standardized reading and general achievement tests. These children then leave their regular classrooms each day for extra practice in reading—a session that is in addition to whatever they might regularly have in their classrooms. Children are grouped pretty much by grade level, fifth graders with fifth graders, fourth graders with fourth graders.

A group may be as few as two children but not more than six at the primary level. Intermediate classes involve eight to ten children, and at junior high as many as ten boys and girls may be taught together. Remedial sessions last 30 minutes in the primary grades; 45 to 50 minutes at the intermediate and junior high level.

There is at least one remedial teacher, often two, in each school. In addition, two Navajo and two Spanish-speaking aides help the bilingual children either in the regular classroom or with a specific lesson in the pullout classes.

All work is carefully structured by skilled reading specialists. "We give these teachers full rein," says Mrs. Wanda James, reading supervisor. "They are the specialists; they know reading; they know each individual child. It is their responsibility to analyze the tests and develop a plan that is exactly right for each child."

Two reading teachers travel 45 miles each day to the nearby Navajo reservation to help children there. Then during the summer, an exciting library-reading program draws Navajo youngsters back into the school for more remediation. Because the parents leave home early to herd the sheep, the summer school opens early—at 7 a.m.

"The program is so varied and interesting, parents have no trouble getting their children out of bed in the morning," Mrs. James says. "The learning center is filled with all sorts of fascinating things—comic books that teach reading skills, read-along books with which a child listens to a story told on tape while he follows it in a book, movies for breaktime—and always there are the librarian and reading teacher offering help and encouragement."

As part of a recent summer program, the Indian children painted a junked car for use on a neighborhood playground, participated in sports tourneys, and celebrated summer's end with a watermelon party.

The initial objective of the Flagstaff Remedial Reading Program was to help 65 percent of the children who had scored in the lower quartile gain 1 month for every month in the program in either vocabulary or reading comprehension. Last year 85 percent met this objective at every grade level. In all but seventh and ninth grades, they achieved this gain in both areas—vocabulary and comprehension.

For further information:

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## CAM (Computer Achievement Monitoring)

In Hopkins, Minnesota, youngsters actually cheer when their teachers pass back their test papers. They are anxious to see how well they have done—on past, present, and future materials.

And one little girl in particular, Jennifer Johnson, is eager to see what CAM, the computer, has written in reply to her love letters. Jennifer who is 11 years old—going on 12—has been writing to CAM for several years.

And since Jennifer started getting replies from her computer friend, other students have been writing notes on the bottom their green test sheets. Lance Peterson told CAM how much he enjoys "doin'" CAM tests. Then added a skeptical note, "I've heard your machine can only read holes." Since he was writing in pencil, Lance wasn't at all sure his message would get through.

Nor did Julie Ruys really expect an answer. But to tilt the odds in her favor, she added a P.S. "I am a good friend of Jenny. She told me how to talk to you."

Many of the youngsters draw pictures for CAM, wish him a happy holiday, and report their latest activities. And CAM, of course, responds. He grades their papers and sends back notes. It's no wonder cheers go up when test papers are returned.

CAM stands for Comprehensive Achievement Monitoring. The computer is part of a very effective teaching method in which constant testing helps teachers teach and students learn.

CAM students take frequent tests and "mini" final exams every few weeks to find out what they are learning, how well they are remembering, and how much they know about what they are about to be taught. The idea is to find out where to concentrate teaching and learning efforts.

If the child does not remember something taught a few months earlier, he needs to go back and review forgotten material. If he isn't catching on to current lessons, he can immediately get to work on these problem areas. And if he knows a unit about to be taught, why should he have to take it?

Students in the lower grades are introduced to CAM through a gaily colored booklet with a wizard on the cover. "Welcome to the Kingdom of CAM," it reads. "Guess who I am?" It then explains the testing process with lively cartoons of the wizard, named Mr. Objective, performing tricks along the way.

Basically, CAM is management by objectives. Tests are scored and results

analyzed by the computer. Printouts then go to the teacher and the student. While the student is striving to improve in areas in which he has done poorly, the teacher is analyzing both the individual tests and summary data so she can make important decisions to improve the course.

The hub of all this activity is the Evaluation Center in Hopkins, directed by Donald B. Sension. The center is used by more than 300 teachers in grades 2 through 12 in all seven Hopkins elementary schools, its three junior highs, and two high schools. Some 16,000 students regularly receive results in one or more subjects.

In addition, eight other local districts in the Twin Cities and surrounding suburban areas are using the CAM system.

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## Reading Instruction And Pupil Personnel Services (RIPPS)

Pat, a second grader in the Portsmouth, R.I., public schools, was in trouble. He didn't like school, he wasn't completing his assignments, and he spent much of his time bothering other children.

A check with his mother quickly revealed the problem. The school social worker found that Pat had undergone several traumatic experiences in recent months—his grandmother had died and so had his dog and a five-year-old playmate. Pat had become obsessed with death and was frightened.

His mother was eager for help. She agreed to take part in a study group at the school to try to find out how to cope with the situation. Here she came to realize that she had never explained death satisfactorily to the child. Also, she found he was being naughty and "scared" mainly to gain attention. (There were 5 other children at home and 29 others in the classroom.)

Through the cooperation of school and home, the program was solved as quickly as it was recognized. Pat grew more confident, and his school work improved. He is no longer on the list of underachievers.

The program that put Pat back on target bears the rather complicated title of Reading Instruction and Pupil Personnel Services (RIPPS). Actually, it's anything but complicated. It simply combines good reading practice with good sense. It pairs the reading specialist with specialists in other fields who can help locate outside problems and help solve them.

"Children don't read for many reasons," says Phyllis Martin, program coordinator. "It may be something emotional, physical, instructional—you name it."

If it is a matter of instruction, the reading teacher working with the classroom teacher can handle it. But if it is something else, perhaps an emotional problem like Pat's, other specialists are needed. That's when the RIPPS team comes into action. On the team are reading teachers, social workers, a clinical psychologist, and a psychiatrist who serves as consultant when needed.

Together, they seek out the problem and provide assistance. In Pat's case it was simply to discover his frustration and get the parent to work with the school. But it might also have required the assistance of an outside agency which the parent may not know about. If this is the case, the connection is made and that agency also offers assistance.

Pat's mother found help in one of the parent study groups run by the RIPPS

program. Here parents learn of the many skills required in parenthood. They are taught how to ease tensions caused by death, divorce, or a birth in the family. They learn the importance of developing self-confidence in children.

One of the biggest problems faced by teachers today—not only in Portsmouth but all over the country—is the “failure syndrome.” Kids who aren’t very good students spend their days proving it.

“But both the teachers and parents can turn things around by building up the self-concept of these children,” says Ms. Martin. “If you believe they can succeed—and tell them—the kids will actually try harder and will achieve.”

Parent involvement has helped bring another important change in the Portsmouth Title I schools. It has aided in opening the schools to the community.

“Parents now feel free to call the school about their problems. They know that together we can iron it out,” Ms. Martin says.

There are 315 children in the RIPPS program, which offers remedial reading instruction to children in grades K through 10. So successful is the program that parents often complain when their children move upward and no longer get this special attention.

Its success has also led to its adoption through grade 10 in the Portsmouth schools. In the upper grades, it, too, is working—not only to increase reading scores but to decrease the absentee and dropout rates.

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## **Early Childhood**

## Project STAY

A fur-lined bathtub in a World War II barracks? It sounds like something out of M-A-S-H! But in Moore, Oklahoma, it's a special place for a child to go and read in private. The reading aid is one of many that help children in Project STAY (School to Aid Youth) develop self-esteem, along with other traits and skills needed to succeed in school.

These are potential dropouts . . . in the first grade. And that's the purpose of the project—to prevent children from dropping out in junior and senior high school by offering them a chance to do well in the early grades.

"The program is based on an old cliché which still works—success breeds success," says Pat Ross, project director. "And every child who starts in this program experiences achievement."

Trying to stop "dropout-itis" at such an early stage is a fairly new concept. Yet it is essential in keeping kids in school for 12 full years. Identifying the potential dropout in kindergarten or first grade increases the chance of success 85-90 percent. The later the children are identified, the worse the odds get.

Children in the STAY program are usually of average or above average intelligence but have been unable to keep up with their class in kindergarten. Some have developed very low self-images.

Before a child enters the program, Mrs. Ross or a counselor contacts the parents and explains its purpose and activities. A child is accepted only after extensive testing and with parents' approval and cooperation.

First-graders come from 10 elementary schools in the Moore School District. They spend half their time at the STAY center and the other half in their home school.

The fur-lined bathtub is just one way teachers and staff have found to help these students. There's also the "dream box," a screened-off area just big enough for a child, earphones, and a tape recorder. This little cubbyhole gives the child a chance to be alone, to talk into the recorder's mike and play it back, or maybe just listen to music or poetry. It helps improve speaking and listening abilities, builds vocabulary, and stimulates creativity.

For others who may need help in forming sentences, there's "stretch talk." This is a contraption in which a plastic duck is attached to a long elastic band. The rules are simple—no talk, no walk! Children realize that one or two words won't make the duck go far and soon they begin to form longer, more complex sentences. For some reason, stretching the elastic to near-breaking point provides the challenge.

Another teaching device is a real telephone. In human relations class, children are encouraged to open up by talking into the phone.

Mrs. Violet Parsons, a teacher aide, recalls how Jennifer was helped by the telephone and the other devices used in the program.

"For many weeks after she came into STAY, Jennifer refused to speak, even on the phone. I felt it was a losing battle," Mrs. Parsons said. "Then one night my phone rang, and it was Jennifer! You just can't imagine the wonderful feeling I got from hearing that little girl talk."

After that Jennifer was able to talk to her classmates. She no longer needed the telephone as a security blanket.

Some children stay in the program a few months, others for 2 years. The staff makes the decision when they will return to their own schools. But so far, Mrs. Ross says, every child who has gone back has been successful. The real payoff comes in junior and senior high when instead of becoming real dropouts, these children will stay in school until they graduate and perhaps go on to a technical school or college.

Project STAY has been so successful that word of the program has spread as far as Australia, India, and Canada. In the past 8 years, there have been 500 requests for more information, and some 3,000 educators have come to see the program for themselves.

Mrs. Ross has three bulging scrapbooks to show for the 7 years of STAY's existence and five guest books listing the people who have visited the program.

For further information:

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## Portageville Follow Through

Some 400 youngsters in the Portageville, Missouri, Elementary School earn as they learn. Not money—but tiddledywinks.

The tiddledywinks are used to buy such goodies as extra recess time, an ice cream cone, another dose of art, or a story told by one of the parents in the classroom. The children earn them by working hard, making good grades, and behaving themselves.

It's all part of a behavior analysis approach to education. And it's going on in 16 Follow Through classrooms in Portageville.

Follow Through is a nationwide program for low-income children who have participated in Head Start or other similar preschool experiences. It takes these disadvantaged children through third grade, giving them all sorts of special attention and help. The hope is—by grade four—to have these children performing as well as their peers.

A variety of teaching techniques are used. The token economy used in Portageville is one.

In practice, it's a reward system that spurs the child to behave well, work hard and learn as much as he can. Earning power is based upon capability as well as performance. For example, Jane may earn 10 tokens for doing a half page of math (because it's hard for her) while Rita who finds math easier may get only 9 tokens for two or three pages.

In kindergarten, the youngsters wear small-fry sized carpenter aprons to collect their tokens during an earn period. Each "earn period" is short—say, 15 to 30 minutes—followed immediately by a spending session. Four to six rewards are available each day, and the more popular items cost the most tokens. The children usually know what goodies are available but not what each costs—so there's always an element of surprise and anticipation.

As the child progresses in school, earning time increases and spending opportunities enlarge. By third grade, the children may earn all week for a special event—perhaps a Walt Disney movie which has been rented by the local Parent Advisory Council.

But Follow Through in Portageville is not all tiddledywinks and ice cream cones. The program offers disadvantaged children a wealth of good, sound, educational experiences. It buys them shoes and coats if they need them to wear to school; it provides eyeglasses for those who can't see well and hearing aids for those who need them. It provides guidance and counseling and psychological services. And food—breakfasts and lunches through the Department of

Agriculture's School Lunch Program and afternoon snacks through the courtesy of Follow Through.

Another important part of the program is the parents. They are involved through parent advisory councils. And they work in the classrooms.

Each class of 25 Follow Through youngsters has at least 3 adults present at all times—sometimes four. There is the teacher, who has been thoroughly trained in the behavior analysis method; a fulltime permanent paraprofessional, most often the parent of a Follow Through child; a semester aide, again a parent; and—if there is enough money—a six-week aide, who is a parent interested in learning more about what happens to her child in school and wants to learn how to help the child at home.

All are paid. And all have an opportunity to receive educational training and to move up in the ranks. As vacancies in the permanent paraprofessional positions become available, semester aides fill these jobs. Six-week aides can work to become semester aides.

Supervising the work of the children is a fairly sophisticated long-range communications network that ties the Portageville Project to the University of Kansas. Every two weeks—or more often—teachers fill out pupil progress forms which are transmitted overnight to Lawrence, Kans. Here the sponsors assess how the kids are doing in their instructional activities, search for problem areas, and offer helpful advice on handling difficulties.

This cooperative effort has resulted in significant gains for the children. At the end of grade three, the average Portageville Follow Through child scores 3 months above the national norm for middle class children. "This is excellent," says Dr. Gene Ramp of the University of Kansas, director of the behavior analysis Follow Through program. "Disadvantaged youngsters usually achieve only 0.7 of a year for a year's instruction—and keep falling farther and farther behind their classmates."

In Portageville, not only do the children in Follow Through keep up, they continue to keep pace in the later grades. Evaluations show that through grades 4 and 5 they are still several months above grade level.

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## School Volunteer Development

Paul Mione, a retired theatrical technician who remembers the days of vaudeville, is now busy in Miami helping set the stage for a different act. A recruit in the School Volunteer Development Project, he is helping to organize libraries in three elementary schools. Instead of worrying about surprise pink spotlights, he is processing new library books and filing thousands of catalog cards.

Paul is one of 10,000 volunteers that serve 240,000 kids in Dade County schools. When the Volunteer Project was started 4 years ago, more than 1,200 volunteers were recruited. They were enlisted through talks to groups of retirees in condominiums, flyers handed out in department stores, public service announcements on radio and television, and the recruiting efforts of the volunteers themselves. Under the direction of Dr. Audrey Jackson, the program has now grown from 35 to 219 schools.

Many of the volunteers tutor children falling below normal levels in reading and mathematics in grades 2 through 6, jobs for which they receive up to 20 hours of training. In addition, volunteers perform 19 other jobs. But it is their personal and individual influence on the youngsters that counts the most.

Hortensia Banion, for instance, is a young college graduate who gives one day a week as a volunteer. She works three hours in first grade, one hour in kindergarten, and comes back at 3:15 to work another hour and a half with fifth and sixth graders, tutoring in mathematics and reading. But Hortensia is also available to help with outings, to type, to run off mimeographed messages, and to correct papers.

An important job for volunteers is that of listener. This is a one-semester or one-year crisis assignment in which an adult volunteer, aided by the school guidance counselor, is available as a non-judgmental listening-post and friend to a child in trouble. Perhaps the child's parents are in the process of a divorce, or he is having trouble adjusting to a new school. The adult listener is there with emotional support.

While there are many ex-teachers among the retirees in Miami, special skills are not required to join the program. Probably the most important assets for a volunteer are a positive and caring attitude toward children, a concern for effective education, and a sense of community.

Mrs. Alice Wickett, a volunteer who has a full-time job and three children, says, "Schools are a lot different these days and when kids fall behind they need the individual help that a teacher cannot give." Mrs. Wickett felt so



strongly about the program that she prevailed on her three children to become Turnabout Volunteers, that is, young people tutoring their slightly younger peers.

One Turnabout Volunteer, Pam Roth, is now in junior high school. She comes back to her old elementary school to tutor a class of emotionally disturbed youngsters every day. One teacher observed that Pam is in the building by 12:30 p.m. "so she must eat lunch walking over from junior high."

Evaluation of the Dade County program shows that youngsters working with tutors gained approximately 7 months in reading achievement for each 2 months of tutoring.

Dr. Audrey Jackson, director of the Miami School Volunteer Program, is now president of the National School Volunteer Program. She has spent the last 2 years showing other districts in Florida and elsewhere how to adopt her methods of recruitment, training, and staffing, and how to use Miami-developed training materials.

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## Early Childhood Preventive Curriculum

Mary was a bright child. She got along with other first graders, followed directions carefully, and excelled in show and tell.

Then it all began to fall apart. Mary could not keep up with her classmates in reading. The other children progressed from simple words to simple sentences. Mary continued to struggle with beginning sounds. She began to get frustrated and discouraged. She was doomed to repeat the first grade.

Mary—the kid who had it all—was considered a failure before she had a chance to take steps.

To reach Mary and similar children before they slide into failure, the Dade County school system in Miami, Florida, has developed a way to diagnose and correct the reading and other academic deficiencies of first graders. It is called "The Early Childhood Preventive Curriculum" (ECPC). By finding and helping children who might have problems, ECPC changes potential failures to successful readers.

At the beginning of the school year all first graders take two reading tests. These tests pinpoint those children who are high-risks or potential failures. These children are pulled from the regular classroom and placed in a separate room for ECPC students.

A typical ECPC classroom has a group listening station, individual listening centers for specific lessons, independent work centers, a library center, and a small group learning area. Three groups of children work on basic reading at the same time. One group works directly with the teacher; the second group participates in individual and/or small group activities; and the third is at the listening station responding to stories which have been put on tape.

In this way the children develop the perceptual, cognitive, and language skills needed to respond successfully. For example, from September through mid-January they learn such essentials as how to match geometric shapes, identify rhyming words, recognize letters, and copy simple shapes such as circles, squares, and triangles. Each of these—and more—establishes patterns essential to reading success.

By mid-year the child is able to identify the sound of letters, to hear the differences and similarities among these sounds, memorize sequences of numbers and letters, and to copy letters, words, and sentences. By June he is ready for second grade. He has mastered all the pre-reading skills necessary for him to read successfully.

For the children, the reward is "the satisfaction and excitement of learning," according to project director Nathan Farber. For the program, the reward has been widespread recognition and a chance to share its novel approach to preventing reading and academic failure in first graders.

But equally important, Farber now knows that Mary—the kid who had it all and lost it—will now have a chance to have even more and keep it.

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## Added Dimensions

Catherine whined and bickered with the other children in her preschool class. Danny refused to play or talk with anyone. Heather cried whenever the teacher or other children tried to involve her in group activities.

That was when they were in preschool. Now they are in kindergarten and you wouldn't know they're the same children. They are happy, lively, and self-confident.

What made the difference was a program known as the Added Dimensions to Parent and Preschool Education Project. The project, which originated in the public schools of Jefferson County, Colorado, focuses on parental involvement. It begins with a teacher or teacher aide visiting the child at home to see how his or her environment might be affecting school attitudes and performance.

Catherine's mother and the teacher had a long discussion about Catherine's need for constant reassurance. The mother attended discussion groups where she found other parents with similar problems. Together, they worked out a plan for bolstering Catherine's morale and self-image. And it worked. Catherine now enjoys school and participates in games and activities with the other children. "I can't find the words to tell you just how much that discussion group changed our home," Catherine's mother said. "Even my husband says positive things to the children now. We are all happier."

When the teacher visited Danny at home, she discovered that he rarely if ever invited playmates to his home. The teacher and Danny's mother agreed that it would be a good idea if he began to invite other children over for a few hours of play each week. It wasn't long before Danny had lost his shyness and gained many new friends.

Heather missed her mother when she went to preschool. So the teacher visited Heather at home and invited her mother to visit school. While her mother was present, Heather participated more freely in activities. Gradually, with Heather's mother visiting her regularly in school and her teacher visiting her regularly at home, Heather became more outgoing. She now engages actively in conversations with adults as well as other children and is rapidly becoming a group leader.

The Jefferson County program—which helped Catherine, Danny, and Heather—is based on the premise that prekindergarten training is much more beneficial if parents participate.

"One of the important things we are trying to do," says Betty Benjamin,

program coordinator, "is to encourage the parent and child to do things together."

If both parents work full time outside the home, project staff members help them get time off by calling employers and explaining the importance of parental participation in the program. If there are younger children who need care while the parents attend group discussions, staff members provide a babysitter for them.

About 2,800 three- and four-year-olds attend prekindergarten each year in Jefferson County. They go 2½ hours two days a week. Senior citizens and high school students help the teachers and parents in the classroom, making the adult/pupil ratio sometimes as low as 1/5.

The aides make home visits and administer the Denver Developmental Screening Test to each preschooler during the first two months of the school year. Those who lag in any of the preschool skills receive individual attention and retesting at the end of the year.

One of the special features of the project is its toy lending library. When a child encounters difficulty in performing a specific task or in mastering a certain skill, parents may borrow toys developed to assist the child learn that particular skill.

A "Teacher and Parent Handbook" gives specific suggestions for games and activities which teach various concepts. A "Parent Involvement Handbook" gives a detailed description of ways parents can participate in the program.

Because the project has worked so well in Jefferson County, other schools are seeking information on how to adopt or adapt it to their preschool programs. Project Added Dimensions is already operating in Johnstown and Windsor, Colorado.

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## COPE

If you don't know what words mean, it's awfully hard to learn to read. Yet thousands of boys and girls enter school each year unable to distinguish between big and little, over and under, red and yellow.

Happily, it doesn't happen in West Chester, Pennsylvania. Here a highly successful preschool program prepares young children for school. Not only do they learn the things they need to know to begin reading, they learn to count, to improve their vocabularies, and to get along with other children.

The program is called COPE, because that is what it teaches children to do.

So complete is the training that one mother exclaimed, "Dawn seems to know everything. She knows words, colors, and games. She tries to read to her sisters and she can count. She plays and gets along well with other kids."

About 45 boys and girls participate in the COPE program in morning and afternoon sessions lasting 3 hours. Mostly they are four- and five-year-olds. But research shows the approach could easily help children as young as 12 months and as old as 7 years. And it can work just as well with those from high-income families as from disadvantaged homes.

Each COPE teacher has enough helpers in the classroom to bring the pupil-adult ratio to 8:1. This usually means a teacher and two aides. This also means that each child is involved constantly in a conversation that stimulates his speech and improves his vocabulary. Aides, either paid or volunteer, are parents, senior citizens, high school, community college, or four-year college students.

The Educational Development Center, where COPE has its headquarters, is located at West Chester State College in an older urban area with a balanced racial and economic mix. The youngsters that come to the center participate in a careful blend of individual, small and large group activities. In this way they get the special attention they need to handle special problems, yet learn how to get along in various sized groups.

The idea is to prepare the youngsters for kindergarten or first grade. For example, first graders need to be able to follow simple directions; match sizes, colors, shapes; recognize sounds; and learn sequences.

COPE children do this through a variety of play activities. Girls—and boys, too—learn spatial relationships as they play with a doll house. They learn to put the doll "in the house," "on the house," "in front of the house."

An accumulation of red and yellow objects—pieces of paper, small cubes, models of bears and mice—present the task of matching red or yellow things.

Circles and squares mixed together pose the problem of recognizing and sorting circles—or squares. And the children play Color Lotto and Size Lotto.

These developmental activities are designed to sharpen what educators call "perceptual-motor" and "conceptual-language" skills. Interaction with other children and adults, role playing, and assuming responsibility support "socio-emotional" development, so important for early learning.

The other half of the COPE program—and equally important—concerns achievement skills. In COPE the children get a preview of reading and math, science, social studies, and health.

All of the senses are used to teach reading. The child sees a word (enlarged on a screen or in word games), hears it (as a machine projects the word), and feels it (in raised letters of yarn).

In science, the preschoolers learn about floating, magnets, and hatching eggs. In social studies, cars and trucks, workers from the community, and a model kitchen teach the basics of transportation, careers, and family living.

Begun in 1969, COPE now serves as a model for other preprimary programs across the Nation. Already it is being copied by schools from Conshohocken, Pennsylvania, to Beaumont, New Mexico. The DePaul Institute in Pittsburgh is even using its methods to teach hearing impaired children.

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**Career  
And  
Vocational  
Education**

## FLIT (Functional LITeracy)

It all began with the Army. The top brass called in the experts, mapped strategy, and declared all out war using a new weapon it had developed at Fort Ord, Calif., in 1971.

The weapon is FLIT! The target is raw recruits. And the war is being waged on illiteracy—at the Army's basic training centers across the country. These are Fort Polk, La.; Fort Dix, N.J.; Fort Knox, Ky.; and Fort Leonard Wood, Mo.

FLIT provides Functional Literacy training for those in the all new volunteer Army. And it is doing so well that it is being adapted for civilian use by public schools, industry, and State youth authorities.

What is a functional illiterate? In this case it is a person unable to handle fifth grade reading material. It includes those unable to read a graph or diagram, use an index, a table of contents, a dictionary. In short, anyone unable to locate and use information.

"The uniqueness of FLIT is that it teaches the student to read and then teaches him how to use what he reads," says Dr. Burl Gray, senior staff scientist at the Western Division of the Human Resources Research Organization in Monterey, Calif.

"The FLIT program is highly flexible," says Gray. "For example, if you have a group of people who want to run a lathe, or build a house, or fix a car, you can put it into the program and the student will learn how to use the manual. It is job-related so he sees the reason for learning and he picks up several skills at one time."

In the army, FLIT is a six-week program focused on soldiers with a variety of ethnic, language, and cultural backgrounds. Their median age is 19, and their average reading level at induction is the fifth grade, despite the fact that most are high school graduates or the equivalent.

Recruits enrolled in the first 16 FLIT classes included Anglo-Americans, Blacks, Orientals, Spanish-Americans, Polynesians, and American Indians. Only 60 percent reported English as their primary language. About 25 percent were foreign born. Of these, half lived in the United States for a year or less before their induction.

Those chosen for the program produced low scores on general reading comprehension tests at induction and repeated their low scores on similar tests during and after basic training.

The FLIT program consists of six units related to military jobs: combat, medic, cook, communications, clerical, and mechanic. Each module permits

proficiency testing before starting the course and requires competency-level testing when the course is completed.

The program also contains a general reading component which is not job related but is used to develop word attack and comprehension skills.

FLIT students use technical manuals, worksheets, forms, tables, graphs, and procedural guides. The program is individualized with continuous assessment.

Present programs are at all Army posts where basic training is conducted. Classes average 15 to 20 students per instructor. Students score papers, assemble materials, and perform other required "housekeeping" tasks. Teaching staff varies according to the number of recruits involved.

Upon successful completion of the proficiency test in the last module, the student is administered a job-reading test and general-reading comprehension test. If he scores at the seventh grade level on both, he is released from FLIT and sent to his job-training school.

If he is unsuccessful on one or both of these tests, he is reentered into an appropriate part of the program and given individually prescribed activities.

However, success has been the story of FLIT. The average job-reading skills increased from 5.2 before training to 7.3 after training. The percentage of successful students reading at the seventh grade level increased from 10 percent before training to 54 percent after training.

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## Cobb County Career Education

The third grade Cobb County, Georgia, classroom was alive with activity as students staffed a mock grocery store. Some children practiced reading ingredients on box labels; others were calculating weights and measures. One youngster was ringing up sales and making change, while another was busy stocking the shelves.

Everyone was involved—everyone, it seemed, but one boy leaning against the classroom door. When asked why he wasn't doing his part, the child replied: "But I *am* doing my part. I'm the store's security guard."

This young man, who was playing a key role in his class's career education project, knew the importance of his job in the retail store's operation.

As Judy Comer, director of the Cobb County Occupational and Career Development Program, explains, "To function well in the community, a person must know what is expected of him or her. This is a basic concern of career education—to know why you do what you do."

Some 50,000 youngsters in all 62 Cobb County schools participate in the program. As the students move from kindergarten through 12th grade, they learn the basic facts needed to choose a career of their own. At the elementary level, the children are introduced to a variety of careers in their community. In the middle schools, they explore career clusters, and at the secondary level they actually begin preparation for a specific career.

Career education concepts form an integral part of all classroom subjects at all grade levels.

To help teachers incorporate career education into the classroom, the county has developed a series of 60 units which serve as classroom guides. Each unit comprises six instructional elements: looking at occupations in the community, hands-on experience, tie-ins to subject matter, field trips, resource people in the classroom, and role playing.

For example, a third grade science class, studying Alexander Graham Bell and the telephone, would look at careers in the communications field. The teaching unit may suggest inviting a telephone lineman into the classroom to discuss his or her job. The class may take a field trip to the local telephone company or students may practice being a telephone operator in the classroom. The units are flexible enough to encourage individuality and creativity on the part of both teachers and students.

"When the program first began," recalls Comer, "we had to contrive situations in the classroom in which we could introduce career education

concepts. Now it has become second nature for most of us."

In the middle school, where exploration is the focus, students see that different careers are available under the same occupational heading. Students learn that urban planning, sanitation, and politics are all options under the heading "governmental services," for example.

The program at the high school level dwells on career preparation. Students receive guidance and counseling as well as job placement services to help prepare them for the future—whether that future will include college, the armed services, occupational training, or an immediate job.

Community involvement is cited as one reason for the outstanding success of the program. Many of the learning situations are provided by individuals in the community, often through classroom visitors or field trips. "This is particularly important," insists Comer. "The success of this program is proportional to the amount of community involvement it receives."

But the program's success also can be measured by the number of educators interested in its operation. In the past 7 years, more than 10,000 visitors have come to Cobb County to investigate the possibility of installing this program in their school districts. Similar programs now operate in 40 States across the country.

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## Occupational Versatility Project

Arc welding—self taught.

Hard to believe? Not at all. Even a child can do it.

Hundreds of boys and girls in some 20 States are participating in self-taught courses involving arc welding, woodworking, plastics, electronics, hot metals, power mechanics, and the like.

They are following a program known as the Occupational Versatility Project, developed in 1969 by the Metropolitan Area of Seattle Industrial Arts Consultants.

The Occupational Versatility Project offers junior high and high school students a chance to find themselves through industrial arts and, at the same time, become more self-sufficient, productive, and adaptable.

Take Jeff, an eighth grader at Chinook Junior High School in the Highline School District of Seattle. Jeff was like most other kids his age. He'd always relied on his teachers to guide him through his lessons. But in the self-instructional program he had to make his own decisions. First, which industrial arts specialty would he take and which object would he produce? He then had to figure the cost, select his materials and tools, and follow step-by-step instructions.

Nine weeks later Jeff had produced a handsome set of metal candlesticks for his mother—even made them "a little taller" than the pattern specified. And he had done it alone.

Sure, Jeff had guidance. His teacher served as a resource person offering assistance and counseling. And he had called upon a variety of reference materials—a notebook, films, tapes, charts, instruction sheets, plus other students. But Jeff was the manager. He made the decisions and did the work.

"In the beginning, most students prefer the audio-visuals as resources but, by the end, most are relying heavily on the books," says John Lavender, Director of the Occupational Versatility Project for the Highline Public Schools.

Shop work relies heavily upon reading instructions and mathematical calculations. (Jeff had to use both in building his candlesticks and making them proportionately larger.) "That's why the self-taught courses are so important," Lavender points out. "They improve the youngsters' reading and math skills while teaching them other technical skills.

"Suddenly a teenager who's never been good at reading finds out he needs to read instruction booklets to learn how to operate a power tool. This makes



sense to him, and because he wants to do it, he finds out he can do it. The feeling of failure is gone," Lavender says.

Also, Lavender and his associates find there's a significant saving in shop materials and production is up as much as 104 percent when students direct their own work. Discipline problems nearly disappear.

So in more than a hundred schools in 21 States industrial arts programs have taken on a new look. No longer do students enter general shop classes, tackling all types of activities in separate, nine-week units, under the close supervision of a teacher. Instead, the industrial arts program is student-selected, student-managed, and student-evaluated. Separate shops for wood, metal, drawing, etc., have been consolidated into a large single room with activity areas for planning, work, and career information. Each area is self-contained and organized with flexible storage for easy access to tools, supplies, and instructional materials.

Students range from beginners—as young as sixth graders—to the more expert high school seniors. Course credit is given but not always grades.

In two pilot schools, the shops have been opened to parents one evening a week and numerous people in the community have used the facilities and self-instructional materials.

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## Project R-3

The traditional three R's of reading, 'riting, and 'rithmetic have given way to readiness, relevance and reinforcement in a model education program now operating in the San Jose, California, Unified School District.

Known as Project R-3, the program seeks to upgrade the reading and math skills of youngsters at the junior high level. Currently, some 440 students at Peter Burnett and 380 at Herbert Hoover junior high schools are participating.

The program focuses on motivating the children to want to learn. It creates a pleasant learning situation (colorfully decorated and carpeted rooms) and interesting lessons (individual attention, contracts, games, and simulations).

As each child enters the program—and every junior high school student in San Jose does—he is tested and placed at his operational level in reading and math. The student then signs contracts with the teacher stating that he will complete specified assignments within a certain period of time.

For example, in math there are five contracts focusing on whole numbers, 10 on fractions, 10 on decimals. In all, the complete scope of basic skills from whole numbers to percentages, the metric system, pre-algebra, and geometry is covered.

A contract is completed when the youngster passes a test showing 85 percent proficiency. If the child fails, he or she is given review work and another test is administered. Hopefully, the child will now succeed and move on to his next contract.

Interim tests check placement and make sure the student is on target. There is constant review and homework.

Reading follows much the same pattern as the math program but with optional areas also available. The two programs come together in the social studies component of the program. Here is where the children have the most fun, because simulations and games make the work interesting and challenging.

The Hot Shot Express is a favorite activity. In this game each student owns a truck and has three loads to deliver. He must choose the most economic route, figure out how many miles he can get on the gas he's allotted, and keep a log of expenses. And he'll experience all sorts of difficulties along the way. He may have a breakdown and need to be towed in, or his cousin may come along so there are extra motel and food costs. Then, at the end of the trip, he must write a report for his office—and the man who gets these reports is a stickler for correct grammar and spelling.

The first one to get around the board wins. This earns him another truck and

he continues to make deliveries. "As you can see, the game can go on and on—with the learning experience a continuous one," Pauline Perazzo, project director, explains.

For several years, when money was available, the program also offered a three-day study trip in which an entire class would simulate some decision-making activity. For example, one class staged a land grant simulation. They went into the country to stake out a piece of land for homesteading. Then they went through the entire process of measuring it, filing the claim, and developing the land.

Such an experience, while teaching social studies, also puts math and reading skills to practical use. It shows the youngsters the value of the skills they have so carefully developed. And, of course, they are thrilled.

But the biggest thrill is perhaps the one the teachers in the program experience when they see these youngsters succeed. When the first group of junior high students graduated from high school every teacher in the R-3 project was there to cheer.

"So many had been on drugs; so many had undergone traumatic experiences in the home; so many had been potential dropouts," Ms. Perazzo said. "Imagine how proud we were to see them graduate and often to receive scholarships to go on to college.

"It was as if we had 150 of our own children graduating all at once. There was such a lot of hugging and loving and joyous tears."

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## Lincoln County Career Education

They say the way to a man's heart is through his stomach.

Teachers in Hamlin, West Virginia, found it also could be the way to a child's learning.

Donny, a fourth grader, couldn't read very well nor was he particularly good at arithmetic. A cookbook changed all that. He discovered that he could make all kinds of yummy things if he could just read the recipes and proportion the ingredients. This was all the stimulus he needed to work hard and improve his basic skills. That year, his reading level rose from grade 2 to grade 4 and his math scores increased just as much.

The lesson that piqued Donny's interest (and improved his academic achievement) was part of a career education program installed in 1970 in the Lincoln County school system. It runs from grades 1 through 12 and also serves dropouts who want to work toward a high school equivalency certificate (G.E.D.).

The idea is to make children aware of the many and varied fields of work, to give them an inside look at some of the job categories, and then enable them to explore specific jobs along with the kinds of skills and preparation needed for them.

Children in the early primary grades are simply introduced to people in various jobs—say, a fireman, carpenter, secretary, street cleaner, veterinarian. These people—often the parents of the children—come into the classroom and explain what they do. They illustrate the vast array of jobs needed to keep a city and a country operating. They explain that each child should think about the occupations he might choose for himself.

As the child progresses in school, his career awareness is expanded. Special projects play a major role in this learning process. For example, a unit of banking takes third graders on a field trip to the local bank. Here they see what people who work in banks do. Later, they set up their own bank and through their play try out the world of finance.

Lincoln County's more sophisticated 6th graders—interested in highway building, bridge construction and transportation in general—worked on a road construction project. They built a cloverleaf with modeling clay and invited local highway officials to discuss road building and repair. An engineer from the State highway department explained construction requirements for bridges and highways, inspection services, and the international road signs that were then being installed.

The road signs were something new to the students, so they learned what each meant. Afterwards, in art class they made some small-scale signs to dress up their model cloverleaf.

When they reach junior high, students are ready to narrow their study to four or five occupational clusters of their own choosing. One group studied the building industry. They visited a housing development under construction. They talked to the carpenters, the plumbers, and the electricians. A lawyer came to their classroom to explain leases, titles, and taxes.

Later they explored the aviation industry and learned about the jobs of pilots, airport managers, weathermen, baggage handlers, flight attendants. They visited the Charleston airport and talked with the people there. Back in the classroom, they built a miniature airport out of materials begged and borrowed from home and local merchants.

By 11th or 12th grade most students have a pretty good idea about which areas interest them most, what satisfactions are to be gained, and what skills are needed. The boys and girls now investigate one or two of these areas in depth. Students interested in professional occupations prepare themselves through an academic curriculum; those interested in the trades attend the county vocational and technical center.

How well does all this work? Parents, teachers, and students alike are enthusiastic about the career education program in Lincoln County. Not only does it prepare the youngsters for the world of work, it seems to improve the academic skills of children in the lower grades. A comparison of students in grades 1 through 6—those who participated in career education and those who did not—shows English comprehension 11 percent greater for those in the program. Math scores were 18 percent higher. Occupational awareness, of course, showed the greatest increase—24 percent.

In fact, the Lincoln County Career Education Program has worked so well that other school districts in the State and throughout the country are coming to see for themselves how it operates.

Mason, Fayette, and Tyler Counties in West Virginia and schools in Levelland, Texas, already have adopted the Lincoln County model.

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# Handicapped

# The Re-Ed School

Few problems encountered by teachers and parents are as heartbreaking as those of the emotionally disturbed child. Even the most sympathetic teachers seldom have the special training or the time to help a disturbed child in a classroom situation. And most parents, however loving, are ill-equipped to cope with behavioral disorders.

One answer to the problem is Re-Ed. Re-Ed is a regional education program serving seven Kentucky counties—Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble.

The program provides short-term (4–6 months) training for children unable to function in a regular classroom. The target group is children in grades 1–6 of average or above average academic potential who show characteristics of behavioral disorders.

The program reorganizes the traditional system just enough to give the emotionally disturbed child a higher probability of success in the classroom. The emphasis is on unlearning negative behavior patterns and learning more positive ones—for use at school, at home, and in the community.

At the Re-Ed School in Louisville, children live in a residential center from Sunday through Friday, going home for the weekend. Staff members believe this normal combination of home and school life helps promote healthy growth far more effectively than institutional placement.

A typical day at the school begins with breakfast, followed by classes designed to remedy specific problems, such as excess jealousy or cruelty. Basic skills, such as letter writing, telephone skills, and mealtime behavior, are taught. There is leadership training as well as classes in sharing, in newspaper reading, and in personal hygiene.

In the afternoon, the children participate in athletic activities, including swimming, yoga, tumbling, and group sports. Field trips are important to the Re-Ed process, and the children frequently visit 4-H farms, and musical and sports events.

Four supervisors are on duty at the center throughout the night, alert to sudden illness, nightmares, wet beds, and homesickness. For an emotionally disturbed child, night time—especially when away from home—can be a terrifying experience.

At the school, group living itself is a successful teaching tool, as the children learn responsibility and cooperation. And nothing changes unacceptable social behavior in a child faster than the disapproval of another child. So, together,

they learn that through cooperation and sharing, they can achieve friendship, trust, and love.

To encourage the positive behavior of parents as well as their children, the Re-Ed School offers various forms of counseling. There are parent group meetings, family counseling, and even at-home conferences. To help the child maintain his positive behavior patterns once he "graduates," there is a two-year follow-up program to spot any recurrence of the child's original problems.

Re-Ed's original goal was to modify the behavior of 70 percent of the children so they could return to normal classroom situations. This objective has been surpassed. Recent statistics show that 86 percent of the graduates have maintained acceptable behavior standards and achieved promising academic success after returning to a regular school program.

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## Portage Project

It has been estimated that this country needs thousands of teachers for its preschool handicapped children. A project in Portage, Wisconsin, thinks it has found them—right at home.

Parents in this rural area are helping their preschool handicapped children get ready for life by teaching them at home. The methods they're using have proved so successful that they have been adopted by 40 schools, day care centers, and institutions in other parts of the country—and not only with handicapped children.

It is generally recognized that all children go through certain stages of development in a general sequential order and that handicapped children need special help to get through these stages. If help does not come early, a handicap can increase.

Portage parents are using games, household objects, behavioral techniques and common sense to move their youngsters through the necessary stages. Teaching is based on a sequential checklist of developmental stages from birth to age 6. A set of cards suggests methods to teach the skill related to each stage of development.

For example, if a three- or four-year-old is learning to dress himself, there is a board set up with two pieces of cloth stretched across it and attached with buttons. In the beginning, a child may be asked to slip the button half way into the buttonhole. Later, when he has successfully accomplished the whole task, buttoning all the buttons, he will be moved on to another task.

Home teachers visit weekly for one and one half hours to see the child's gains and leave one to three activities for the coming week, depending on the difficulty of the task involved. The aim is to be sure the child has a success every week.

How do such practical lessons help? Some handicapped children who years ago would have been placed in an institution are now dressing themselves, counting, writing their names, and getting set for school.

In addition to the daily gains charted by parents themselves, the youngsters in the program are also making long range gains where it counts—on the path to the classroom. Of those children who left the project at the end of the 1973-74 school year, 42 were placed in regular classroom programs (with some ancillary help) and four went into programs for the handicapped.

The children also made gains in the five areas of development tested by the Alpern-Boll Developmental Profile. These gains ranged from 9 months in the

physical (motor skills) area to 13 months in academic skills. This exceeds the growth pattern for such children.

A big advantage of the program, according to David Shearer, project director, is that "a parent doesn't have to admit the child is handicapped to be helped by the program. That is why the language of the Wisconsin law—'children with exceptional educational needs'—is so good. If the parents even say, 'My child is not talking,' and are willing to have someone help them, the child can be helped."

Shearer points to two important contributions of the Portage Project. It has shown:

- that parents CAN teach their own children,
- that education CAN take place in the home.

Shearer hopes "a day will come when such a system will be available to any parent who requests it, not just those who have handicapped children. And for the handicapped, it is a built-in prevention technique. Many potentially handicapping conditions are preventable if we begin to do something about them soon enough."

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## Project Success for the SLD Child

Almost every classroom has one. The boy or girl, usually the former, who is intelligent, often alert in conversation—but who cannot read, write, or spell with facility.

He doesn't learn reading with a sight word approach. His handwriting may be clumsy and sloppy, and his spelling bizarre. Other symptoms may include confusion in processing what he hears or sees, hyperactivity, and inattentiveness. Sometimes he is judged as lazy or recalcitrant by teachers and parents.

In educational jargon, the student with these symptoms probably suffers from a Specific Learning Disability (SLD). Inevitably it has a devastating effect on almost all of his school subjects.

Chances are an SLD child wants to be helped and can be. One school that has been having outstanding success in reaching an SLD child, and keeping him in the mainstream of education, is the West Elementary School of Wayne, Nebraska. In 1971, it initiated "Project Success" in the first four grades.

It is a classroom-based program that doesn't look upon the SLD child as just a "reading case" or a "motor problem" or a "math disaster." Rather, the student is looked upon as another human being who needs understanding as a whole person. The effort is not focused on curing the disability itself, but on teaching.

Classroom teachers in Project Success are taught by trained language arts therapists. Parents and teachers hold bimonthly workshops in the joint effort to help the SLD child strengthen his learning pathways and build a sturdy self-image.

Project Success is divided into three parts: curriculum modification, motor perception, and language arts. All sorts of innovative and interrelated techniques are utilized.

Language arts use auditory, visual, tactile, and kinesthetic pathways in integrating all aspects of language—reading, writing, speaking, and listening. For example, a child might have 20-20 vision, but have a visual problem that prevents him from processing letters properly. Thus, he sees the word "saw" instead of "was."

In Project Success, such a child lives in an everyday classroom situation in which there is constant practice involving group teaching with individual response. A teacher may merely write the letter "A" on the blackboard. The student says it aloud, traces it in the air and with his finger on sandpaper. He traces over it on a big sheet of newsprint. Then the teacher covers the letter

and encourages the student to retrace it. Ultimately, the elements of language are taught by Project Success staff teachers by combining speech, writing, spelling, and reading. Specialized techniques are used that have been developed and proven over time.

Motor perception builds the student's self-image and ego by helping him gain confidence in his physical self. It involves muscle development, perhaps through rope climbing, and other activities that have to do with developing physical balance, and time and space awareness. To feel good about the physical self enables the student to meet the more complicated demands of academic work with assurance.

What other students learn by reading, the SLD child may be able to learn only through seeing, hearing, and touching. Project Success modifies its curriculums to fit the needs of the individual student.

Students with SLD are identified by teacher observation and batteries of tests. When started in 1971, the program was for grades one through four. It now covers kindergarten through senior high school.

Project Success has developed curriculum guides in language arts, motor perception, and elementary and secondary curriculum modification. It also has developed parent workshop and community council guides. All may be purchased by other schools. The project also sponsors an in-service training program and conducts a summer school for those who want to adopt its techniques.

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## PEECH

Raising a child's IQ from 37 to 84 in two years is quite an accomplishment. But it is all part of the job for a special preschool program in Champaign, Illinois, which takes advantage of what is known about how children grow and develop.

Called PEECH (Precise Early Education for Children with Handicaps), the program works with a variety of handicapped as well as nonhandicapped children. In fact, every class of 10 handicapped children includes five who are not handicapped.

The program runs 10 such classes where children aged three to six spend 2½ hours each day. The rest of the time, teachers evaluate and develop special programs for the children.

"Since the program is based on the various stages of development all children go through and since it is further individualized for each child, you can teach handicapped children with nonhandicapped children and no one is held back," explains Dr. Merle B. Karnes, project director.

"For example, if you are reading a book, you would make your questions about the story compatible to the child's development. With one child, a question requiring a one word answer would be sufficient—"What got lost in the story?" But for a child who was at a more advanced stage of development, we would ask for more divergent thinking—"What would you do if you lost your dog?"

Since the teacher has a sort of blueprint of where each child is in such areas of development as gross and fine motor movements, self-help, social, emotional, cognitive, and language development, he or she can constantly observe and evaluate progress.

As a result of this careful attention, many who have been through the program can make it in the main stream. This was dramatically indicated in the case of a four-year-old boy who had an IQ of 37 when he entered the program. In his family, five older siblings were in special education. He had practically no social skills. His physical coordination was not good, nor was his language ability. By the second year in the program, his IQ was up to 84 and he was put in the public schools. There, with special help, at the end of the year, school tests found that his achievement level was up to grade in arithmetic and one month above in reading.

But an important part of such success stories is the child's parents. "Every parent is a teacher of a child," says Dr. Karnes. "More and more school people are beginning to see that we have children only a few hours a day. Parents have them for a lifetime. So the more we can help parents gain in the knowledge and



skills necessary to help their children early, the better off these children will be."

While parental involvement is a *must* for success, each parent can get involved at whatever level is most comfortable. Some may want to do direct teaching, others may want to work at home. Many gain skills and confidence as they get more involved.

Like the program's teachers, the parents are taught to be better observers. Once they learn about the sequence of development, they can see the child's needs and help him learn the appropriate skill at the appropriate stage.

Dr. Karnes coordinates programs like PEECH in 15 school districts in Champaign County through a special agreement between the districts and the University of Illinois. In Illinois, the public schools can contract with certain other agencies to educate their children.

In this case, it obviously works. Says Dr. Karnes, "I've always felt you should place handicapped children in the least restrictive environment possible so they have the opportunity to work and play with others." And through PEECH, those "others"—parents, teachers, nonhandicapped children—are getting the same benefits.

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## Engineered Classroom

In Nebraska, there's a group of teachers who are trying to work themselves out of a job.

They are teachers at six learning centers for multi-handicapped children located in the Papillion-LaVista School District just outside of Omaha. And their goal is to get their students out of the centers and back into regular classrooms.

The children are all regularly enrolled in Papillion-LaVista schools, but have been referred to the centers because they have difficulty in learning or in behaving in the classroom.

All suffer from some sort of handicap. Some are brain-damaged; others have dyslexia, a disability that makes reading difficult; still others have physical impairments.

Children are referred to the centers by their parents, teachers, and doctors, but always final assignment is made by the project psychologist. They attend as long as they need special help. Some children stay at a center all day; others for as little as an hour a day.

Regardless of the time spent at the learning center, the children find it a fun experience. They take great pride in getting their own clipboards each day with their individual assignments attached to them. Because each assignment is tailor-made for them, they realize the importance of doing well. And their work shows it.

Also, there are all sorts of interesting gadgets and machines to make the learning process easier. For example, if the assignment is to improve vowel sounds, the child may work with the System 80 teaching machine. It's fun to put on the earphones and watch the questions pop onto the screen. The trick is to push the right button for the answer. But no one else knows if you happen to push the wrong one the first time. The machine just selects an easier question, and then comes back to the original question. On the second try, it is easy to push the right button.

From the teaching machine, the child may move on to a work center where he says vowel sounds for the teacher or an aide. If there is a particularly difficult letter, learning may be reinforced with props such as a sandpaper letter over which the child runs his fingers as he says the sound.

With all this special attention and special equipment it is no wonder the children who go to the learning centers become the envy of their classmates. Nonhandicapped children line up outside the learning centers to ask if they,

too, can work the machines, play the many games, and sit in the brightly colored chairs with adjustable round and square tables.

And the special teaching techniques intrigue the classroom teachers who frequently drop by to get pointers on how to motivate their children.

For teachers and students alike—and their parents, too—the Papillion-LaVista learning centers have made a big difference. For the first time, children who had been excluded from school because of their disabilities are being taken into regular classrooms and staying there.

The program, begun on a small scale in 1971 with only 12 children, now serves more than 200 youngsters in grades K through 6. In addition, it has been adopted by 18 school districts in Nebraska, Utah, Montana, North Dakota, Indiana, New Hampshire, New Jersey, and North Carolina.

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## The Rutland Center

Although 30 out of every 1,000 children are emotionally disturbed, there are probably fewer of these children getting help than of any other handicap. It has been estimated that about 81 percent of the emotionally disturbed children in this country are without adequate educational services.

Yet in Athens, Georgia, energetic teachers and aides at the Rutland Center are working to get severely emotionally disturbed children back to normal lives. Their 90 percent success rate says this work with youngsters from birth to 14 years old is paying off.

The Rutland Center forms the basis for what is now the Georgia Psycho-educational Network of 24 such community-based centers serving 159 counties and 6,600 emotionally disturbed children.

Rutland uses what is known as a Developmental Therapy curriculum dealing with behavior, communication, socialization, and (pre) academics. It is generally recognized that children go through certain stages of development in a certain order, so Rutland has set up specific techniques and materials appropriate for the various stages.

If a child is exhibiting inappropriate behavior at a certain stage of development, that is the time teachers help the child learn more constructive ways to deal with the problems.

For example, in the area of socialization it is important that the child, at a very early stage of his development, learn to trust an adult enough to respond to him. So, a child may be asked to simply imitate the familiar gesture or activity of an adult—after an adult washes hands, the child does, too. During a recent play time, a teacher sat down by a child, stacked a number of blocks and knocked them down. She passed them to the child who stacked them and knocked them down, too.

Or at this early stage, in the area of academics, a child might fit geometric blocks into a puzzle box without using trial and error. This would show some early skill in discriminating shapes.

Classes may consist of five to eight children, sometimes fewer. Teacher and aides, many of them University of Georgia students working in various fields of education and psychology, work closely with each child as he or she progresses. By the later stages, as growth and development take place, the child who was imitating the teacher washing hands has now developed his skills at socialization to a point where he can feel confident enough to help another child. Seeing a friend having trouble walking on stilts, he says, "You stayed up longer that time. You'll get it, don't worry."

And hopefully, during this same period he has progressed academically from putting blocks into slots to a point where he can recognize numbers and write the alphabet, and to a final point where he can write of his feelings and attitudes.

"In all activities, we have a positive expectation," says Tony Beardsley, project director. "And we make things so interesting that children can't resist doing them."

The time a child spends at the center varies. The younger children, for example, come in for 2 hours, 5 days a week. But during that time, they participate in 14 different activities. The number of activities and the fact that no two are ever done in the same place take advantage of the youngsters' short attention span.

After class, the child may go home or to a babysitter or school. The Rutland Center is deliberately community-based. Says Beardsley, "Residential programs can't provide what parents can."

And it is also essential that much of what the center is doing is followed through in other areas. "We have our best success if we work with the teacher in the classroom and with the parents at home," Beardsley says. "Cooperation also comes from close work with other community educational and health facilities."

When it is judged that a child can be terminated from his treatment at the center, his progress is still tracked for 12 months. Only 10 percent of the Rutland children have been sent back or referred elsewhere.

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**Bilingual  
And  
Migrant**

## Project CHILD

For a three-year-old child of migrant farm workers, a tour of a pizza parlor can be a marvelous learning experience.

Think of it. A tour through the kitchen; a turn at helping spread the tomato sauce or sprinkle on the cheese; a cook who likes to answer questions; a pizza to split with your friends; then back to camp to draw a big round pizza, or a man in a tall white hat, or a cash register. And time to wonder what it's like to have a pizza parlor of your own; or a bank; or a drugstore; or a house with a yard.

Such an experience is but one of many offered migrant children who participate in Project CHILD, an educational program that works with children and adults in 13 migrant camps in three upstate New York counties—Livingston, Steuben, and Wyoming.

Each year migrant youngsters come into area schools during the harvest season, from July to November. Other children drift from school to school within the State as their parents find intermittent farm work. Still other children belong to ex-migrant families who are attempting to establish themselves as permanent residents of the area.

They are white, black, hispanic, and native Americans. Economically, they are poor. Socially, they are outsiders. Educationally, they are behind. Under the migrant education provisions of Title I of the Elementary and Secondary Education Act, they qualify for federally supported educational assistance.

Project CHILD offers this help. It tries to look at the migrant child as he is and as he sees the world. Teachers have been trained at the Geneseo State University College Migrant Center; so have the parents, brothers, and sisters who work as aides.

With this background and this assistance, teachers can recognize the special needs and strengths of migrant students and provide them with the experiences, materials, instruction, and encouragement they need to succeed in school. If there are other outside needs, such as medical, dental, or mental problems, they arrange for outside agencies to provide these services.

This all-inclusive, yet individualized, approach to serving migrant children has given the program its name, Project CHILD—Comprehensive Help for Individual Learning Differences.

Though basically for children—as the name implies—the program also serves adults and youth not in regular classrooms. A 12-hour day is followed by

evening classes in the homes and *camps* plus weekend recreational and cultural activities for the families.

Instruction in every instance is based on the needs of the child, teenager, or adult rather than a textbook oriented curriculum. Because many of the migrants are French or Spanish speaking, the staff is also bilingual. All are sensitive to the needs of those they serve.

For further information:

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## NOMAD

Each Spring, Michigan fruit and vegetable growers begin to welcome back the migrant workers who will tie and hoe their grapes, cut their asparagus and—as the weather warms and the crops ripen—harvest other fruits and vegetables.

At the same time, school officials in Van Buren County are opening their doors to a new crop of migrant children. These youngsters will participate in an innovative education program called NOMAD, Needs and Objectives for Migrant Advancement and Development.

This program is already in operation for those children whose migrant parents stayed in the area throughout the winter and those others who have actually "settled out" in Van Buren County.

Begun in 1968, NOMAD reinforces what is taught in the regular classroom. Children work either independently or in small groups on whatever subjects in whatever areas they are having difficulty.

Ten teachers work with these children, and each has an aide, some of whom are bilingual. Aides come from the community. They are college students, housewives, the elderly. Each is paid according to the amount of his or her education. All are high school graduates, but some go on to college and end up back in the program as teachers.

Linda Liceaga has worked full-time as an aide since 1972. She goes to school nights. Now she's ready to graduate from college, and project NOMAD is anxious to hire her as a teacher.

"Actually," says Dora Dominguez, an education specialist in the program, "Linda does just as well as a professional right now. She's been with the program so long and knows the children so well."

This close relationship between teacher and pupil is important to the NOMAD program. Most of the children are in the elementary grades. To learn and profit from school, they need to be understood and loved, to be told—and to believe—that they can succeed.

Preschoolers spend a full-day at the school, arriving at 8 a.m. for breakfast. Because most come from Spanish backgrounds, the meals they get at school—breakfast, lunch, and snacks—include refried beans, tortillas, enchilladas, and carne guisades—foods they know and get at home. And the snack served after naptime is always hearty because very often it is the last meal these youngsters will get that day.

NOMAD children also receive whatever medical attention they need, be-

cause a child who doesn't feel well doesn't learn well. To provide comprehensive health services to the migrant children, school officials meet each month with the county health agencies. By pooling and tapping these resources, Project NOMAD can provide its children with the medical assistance they need.

But because most of the migrants come for the summer only, the summer NOMAD programs which operate in Lawrence, Bangor, and Wayland are perhaps the most important. They bring the whole family together in recreational, social, and education programs.

Each year in late May, Guillermo Dominguez, a counselor, goes to the camps to find out what kinds of activities the migrants would like. Then from mid-June through the first week in August a mobile van moves from camp to camp offering evening programs.

Young people join their parents to learn English as a second language. There are cooking and sewing classes. And many fathers learn upholstery and furniture refinishing skills that might some day provide an extra income or full-time job should they decide to leave the fields.

And always there are recreational activities—baseball, archery, badminton, and the inevitable chalupa (bingo) which is featured at family nights once every two weeks.

Each summer an intermural baseball tourney draws great crowds. Camp vies against camp, and even the growers, their wives, and children join the teams.

At the end of each summer program, the first week in August, a fiesta is held and all the migrants in Van Buren County join in the fun. The children display the things they have made during the summer. They perform in skits and dances, model the clothes they have made and serve the foods they have cooked. . . . A fitting ending to a program that will begin again in the fall in the classrooms of the Van Buren County public schools.

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## Early Childhood Learning Program and Learn And Earn Program

Four-year-old Juan attends preschool classes in a long narrow trailer parked at the migrant camp where his parents work.

Fourteen-year-old Jose goes to school in another trailer parked in a nearby school yard.

Both are participating in programs designed to give them a good education so they can have a wide choice of occupations when they grow up.

The programs—one an Early Childhood Learning Program, the other a Learn and Earn Program—are sponsored by the Florida State Department of Education which has placed some 200 mobile vans up and down the State for the use of migrant children.

Although four years old, Juan lacks much of the basic knowledge he'll need to enter kindergarten. He can't recognize colors; he doesn't know how to hold a pencil; and he speaks English poorly.

In the Early Childhood Learning Program, he is being taught all of these things and more. The day is long—from 7 a.m. to 5 p.m.—but the tempo is fast paced and the time moves quickly for the children.

Each activity—whether it's eating lunch or recess play—is a learning activity. Lunch introduces new foods to the youngsters and gets them to eat a balanced meal. Recess introduces new friends and teaches getting along with others, sharing and learning together.

Story time is language time. And because language is so important, structured lessons are scheduled several times during the day. The children learn the alphabet and to recognize the letters. They hear stories and learn to develop language skills. They are asked—and answer—all sorts of questions. What grows on a farm? Is a ball round? Is a ball square? Is a car smaller than a bus? What color is a carrot? a tree? the sky?

Math is learned by counting the cups at snack time and measuring ingredients in a recipe for popcorn balls. Science lessons teach the concept of measurement and let the children practice sorting into sets. And the children take field trips to the zoo, a circus, a dairy, a fire station.

All of these things develop Juan's confidence, give him a chance to understand the world around him and to increase his verbal skills and the basic concepts of the language arts, math, social studies, and other areas.



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Jose needs to gain these same skills. He, too, lacks confidence. And he's missed many of the basic educational skills because he's moved around so much as his family follows the crops.

Last year Jose didn't come to school at all. He wasn't expected this year. But the trailer piqued his interest, and he knew the Learn and Earn Program offered him a chance to get off the road.

Jose is interested in small engine repair. That's why he's participating in Learn and Earn. Other migrant youth are learning to work in gas stations, auto body shops, and department stores, and as clerks and secretaries.

The Learn part of Jose's program takes place both in the trailer and in the regular classroom. He takes certain core courses (math, English, and science) along with everyone else. But he gets special instruction 2 hours a day in the trailer. Here he learns the theory and vocabulary of small engine repair. He learns how to fill out a job application, handle an interview, fill out a time card, and accept the responsibilities of an 8-hour day in an established job. And he gets lab training in the repair of small engines.

In the Earn part of the program, Jose goes into the community to work in a local garage where he will put his lab training into practice. He will take with him a Job Skills Record Book which lays out what he's going to be doing and what is expected of him. His employer will rate him on 18 items concerning his performance on the job.

Each on-the-job task is also spelled out. "Recognize the main system problems by abnormal oscilloscope patterns," reads the manual. "Be able to order from catalog." "Be able to figure bill." As Jose learns each skill, he progresses to the next until he is trained well enough to go out on his own.

With a new job skill, Jose now has a choice of job opportunities. He doesn't have to follow his parents into the fields if he doesn't want to.

Florida's migrant education program has made this choice possible.

For further information:

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## Alice Bilingual

Your calendar may not have May 5 listed as a holiday. But for the elementary school students in Alice, Texas, it's a day that deserves as big a celebration as any holiday.

In fact, it is a holiday—in Mexico. And over two-thirds of the student population in Alice are of Mexican descent. The celebration, complete with sarapes, tortillas, and guitars strumming Mexican tunes (in Spanish, of course) is one small part of the school district's six-year-old bilingual-bicultural education program.

The program was started because many of the children from Spanish-speaking homes begin school with very limited English skills—if any at all. These children can succeed in school only if they develop their reading, writing, listening, and speaking skills in the language they understand. To the children, being able to speak Spanish in the classroom means "school is not a scary place" and "it's okay to be who I am." Celebrating the Mexican holiday allows the children to think positively about their heritage—and themselves.

There are 962 children in kindergarten through grade 6 enrolled in the program—about half the student body. Most of them are there because testing in kindergarten showed they needed it, but quite a few Anglo children participate as well. The program is voluntary and, after all, speaking two languages fluently is certainly a benefit to anyone.

Most instruction in the early grades is conducted in Spanish. English instruction begins with the oral language skills—listening and speaking. A lot of multimedia aids help do the job. The children watch Carrascolendas and Villa Alegre, two bilingual television programs, and use head sets, cassettes, projectors, and recorders to reinforce their language lessons.

By the third grade, more than half the instruction is in English. At this point, most teachers use some English and some Spanish every day. But as the students progress, the technique becomes more flexible. Some may teach in Spanish in the morning and in English in the afternoon. Others alternate languages each day, and still others teach in English one whole week and in Spanish the next.

Regardless of which method is used, none flip-flop from one language to the other. The goal is to teach the children to *think* in either language and to achieve proficiency in both.

One important aspect of the program is that all 36 classroom teachers have a bilingual aide—and 28 of these are parents of the school children. By easing the teacher's load, the aide guarantees more individualized attention for each

student. And, of course, the specially trained parents can use what they've learned in the classroom to help their own children progress at home.

Ongoing evaluations have shown that pupils enrolled in the bilingual program make significant gains over those who do not—in reading and general ability, both in Spanish and English. To be sure, self-concept and happiness are a bit harder to measure. But the cheerful jabber of Spanish and English on the playground and the enthusiasm of the children in the classroom indicate things are going well in these areas too.

For further information:

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## Nuevos Horizontes

"Hey, Roberto, cuantas tortillas haces?"

"Hago cuatro."

If you think you're listening to children in a Mexican village, think again. This conversation was overheard in a classroom in the Houston Independent School District where a bilingual mathematics lesson is taking place.

Roberto and the others are enrolled in a project called Nuevos Horizontes. They are making tortillas and learning measurement and math skills as they go. Other basic skills, such as reading and science, are taught in a similar way, making use of the child's native culture and language.

Project Nuevos Horizontes is a bilingual program for children in grades K-6. Its primary goal is to teach English to children with limited English-speaking ability and at the same time to increase proficiency in their mother tongue.

Students are selected for the program on the basis of their past school performance, teacher and principal recommendations, and parent request. Children who speak little English and are not doing well in their basic skills are given preference. Once selected, they will—hopefully—stay in the project for 3 years.

Since some new students speak little if any English while others have a good command of two languages, the project adapts to the individual level and needs of each child. Students are grouped according to language dominance and achievement levels. On the average, there are between three and five groups in a classroom.

Children are first taught a concept in their dominant language, which is then reinforced in the second language. Though Spanish classes parallel English classes, the lessons are not simply translated. The approach is altered to accommodate the new tongue.

Also incorporated into the curriculum is the child's cultural background. Teachers arrange special cultural activities in social studies, health, art, physical education, and music for the students. For example, songs of Mexican festivals teach music, while the measurements needed to make tortillas teach math.

Teacher training is an important component of the Houston program. Even before school starts, teachers attend 5 days of intensive training, followed by three hour-long sessions once school has started.

Another important part of Nuevos Horizontes is parent/community involvement. A special staff member is responsible for informing the parents and the

community about the project and encouraging their involvement. Parents are asked to help out in the classroom as resource people and are often invited to view tapes of their children.

The result of all this is that parents and professionals alike are becoming more positive toward bilingual education. And the children, seeing their native language and culture integrated into the classroom, are finding a harmony between their two worlds that gives them confidence in their own environment, a sense of self worth, and an increased desire to learn.

For further information:

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## Bilingual Mini-Head Start

It takes two and a half days of hard driving—night and day—to go from the tip of Texas to the Columbia River Basin in Washington State. Yet each year several hundred migrant farm workers and their families make the trip.

From the time the early asparagus crop comes on in March until the last of the hops is picked in late September, some place in Washington is their home. Maybe Mabton or Prosser or Basin City; perhaps Pasco, College Place, or Connell.

But wherever these migrants stop, there's a school waiting for their young children. When the parents move to a new harvest area, the school moves with them. Actually, it's not a school in the ordinary sense but a very warm and wonderful teacher whose husband or family works in the fields along with the parents of these children and who most likely once was a child of the fields herself.

This idea of pairing children and adults on the move is something new to education. It is the result of a cooperative arrangement between educators in Texas and Washington.

The whole thing starts in Grulla, Texas. Here during the winter months when the migrant families are "at home," teachers search for groups of 6 or 7 children who will be living in the same location in Washington during crop picking time. They then try to find some adult—the wife of one of the field hands, an older sister, possibly an uncle—who will be going to the same place.

A dozen or so adults are chosen—one for each group of children. Usually, they have had little formal education. But all winter long they are trained in a very specific and direct teaching method so they can provide special help to the migrant children while they are in Washington.

At first it was difficult to recruit these teacher-trainees. The crew bosses weren't too happy about having their farm hands lured away and their power base usurped. And the trainees weren't sure they wanted the jobs. Paraprofessional teaching doesn't pay as much per day as field work.

But soon they had second thoughts. The work may not pay as much each day but it is steady and, therefore, annual earnings are greater for a teacher. Also it is a lot easier work (no stoop, no squat) and the working conditions are better (no 100-degree days in the full sun).

Besides, the children like the idea of having someone they know as their teacher up North. Indeed, they like it so well that 75 percent of the youngsters taking part in the Texas program stay with it in Washington State.

"This breaks all kinds of records for projects of this sort," says Louise Gustafson, who coordinates the program from her Ephrata, Wash., office in Educational Service District 104.

"It's hard for young children to move from an all-Spanish environment to one that is all English," she explains. "Yet that's what happens to these youngsters. In Washington they have to adapt to new schools, new rules, and a new language. The friendly face of a fellow migrant makes the transition a lot happier experience."

Two permanent migrant education centers are located in Moses Lake and Connell, Wash., where migrant workers are employed year-round in vegetable processing plants and in getting things ready for planting.

But in some places facilities are not always available, especially for the preschool children.

"Here's where the job of the teacher-trainee gets tough," Gustafson says. "She has to find some place to hold classes and then adjust to whatever inconveniences might result."

One teacher held classes in her own housetrailer. The children were brought to her at 4 a.m. (because it's cooler to pick in the early dawn). She put them to sleep on floor mats. At 7 a.m. she fixed their breakfast and began on their lessons. Recess was at noon—so she could have time to prepare them lunch. Then it was nap time and home at 2 p.m.

But the paraprofessional's job didn't end there. She still had to work with the older children, those in kindergarten through grade 3 in the local school or perhaps summer school.

Each year schools in the Yakima and Walla Walla Valleys are asked for space and release time so that the migrant children can receive extra help from their special teacher. None have ever refused.

"Happily, the free time usually comes in the afternoon," Gustafson says. "So the paraprofessional simply moves from the preschool youngsters into the schools to work with the primary children."

"It's a lot of hard work and a long day, but they love it. It's such a thrill to see what's happening to the children, to suddenly see them reading in the top reading group."

Because they move so frequently from school to school and often have long absences, few migrant children are able to keep up with their classmates. Yet those who participate in the Texas-Washington exchange have had notable success. They not only are keeping up; they are doing better.

On the average after 100 days in the program, these migrant children achieve or exceed national norms in all subject matter areas, no matter how far behind they might have been. After 200 days, every one of them exceeds national norms in arithmetic, handwriting, and reading.

For further information:

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# **Environmental**

## **KARE (Knowledgeable Action to Restore our Environment)**

Students at East Washington Rhodes Middle School in Philadelphia no longer think of their neighborhood cemetery as a weird and spooky place. They use it as an inner-city nature center and outdoor classroom where they collect and study insect and plant life.

Also, the cemetery is a rich source of information on the history of former residents and their times. As one student said, "Reading the gravestones is a lot more interesting than reading a book."

While these Philadelphia students were involved in their cemetery project, biology students in two nearby suburban high schools—Conestoga in Berwyn and Great Valley in Malvern—examined the effects of urbanization on a 5-square-mile rural community drained by Birch Run. The Birch Run report which they prepared was used by the town planning commission to draft new ordinances to save the stream and surrounding area.

These and similar projects are all part of KARE (Knowledgeable Action to Restore our Environment), a unique environmental studies program which since 1971 has involved more than 82,000 people in a 5-county region of southeastern Pennsylvania (Bucks, Chester, Delaware, Montgomery, and Philadelphia) plus the Roman Catholic Archdiocese and the Model Cities Program in Philadelphia.

KARE students come from a wide variety of backgrounds and from both urban and suburban communities. But whoever they are and wherever they come from, the program turns them on.

It begins with an environmental problem with which the youngsters can identify. It may be something they've lived with all their lives, or it may be something they didn't know existed. In every instance, it involves field trips, and one of these must be outside the district.

"Since environmental problems know no political or demographic boundaries, we feel it's important to expose each project to what others are doing," says Matthew M. Hickey, project director. "Students from rural areas and the city may both be studying air pollution. Though their localities are different, their problems have much in common and they can learn from each other," he says.

So far, students have helped local governments draw up land use and recreational plans and antipollution ordinances. With teachers and parents, they have set up nature centers and recycling stations for trash and glass. Some city youngsters have organized neighborhood clean ups and beautification programs.

Nine publications and three 16 mm. films have been developed describing project activities. Included are guides to water pollution equipment, birds, bugs, dogs, and weather as well as selected topics for elementary schools, interdisciplinary environmental studies, and electric power generation.

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## Outdoor Environmental Education

Outside French Junior High School the wind whistles through the bare tree branches. Winter has come to Topeka, Kansas. But inside, a seventh-grade life science class is thinking about spring and planning "A Pond Adventure."

The "adventure" is an elective course for junior high school students that begins in the fall in the classroom and culminates in the spring with a field trip to nearby Stogdell Pond. Preparation takes all winter, and there is much to do.

Students must learn new vocabulary words relating to limnology—the study of inland waters. They will study plankton, algae, and carbon dioxide, and what their functions are in nature. They will learn to recognize the plant and animal life indigenous to the area. And they will build an aquarium to hold the specimens they hope to collect on their adventure to the pond.

When the big day comes, the students will be able to answer many of the questions asked in class: Why should a farm pond be filled by runoff from a vegetated watershed? What are three types of inland waters? What is an ecosystem?

"A Pond Adventure" is one of 24 units designed for specific grade levels in the Topeka schools. Other projects, involving grades 1–12, deal with air and water pollution, energy and conservation, weather and geology, and animals and insects.

For example, a group of third graders are preparing for a half-day tour of Topeka. During the long winter months, they are studying the history and culture of the city and Topeka's relationship to other cities. When spring comes, they will be able to go out and see for themselves what they have been reading and discussing in class. "Let's Look at Topeka" is exactly what they will do.

Meanwhile a ninth grade class in earth science is studying rocks and minerals in preparation for a trip to a mine and rock quarry at Lake Perry. Like the other young environmentalists, these students will see first-hand what they have read about and studied all winter.

More than 8,000 students in Topeka are participating in this outdoor environmental education program. Begun on a limited scale in 1967, the program is now part of the curriculum in all elementary grades and included in all science classes in junior and senior high schools.

The projects are constantly being evaluated, revised, and updated by teachers, curriculum specialists, and students. Their major aim is to keep the program current and interesting.

As one teacher puts it: "My environmental students learn more in one day and remember it longer than those in any of my other classes."

For further information:

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## Environmental Study Center

Florida is well-known to out-of-staters for its oranges and palm trees, its condominiums and big hotels. Equally well-known to the education community is a program in Martin County, Fla., designed to teach elementary school children about the world around them.

Through the Environmental Study Center, children from kindergarten through eighth grade study and become familiar with the special environment of their area—from the Indian River to the grasslands and the swamps. Students spend anywhere from 2 hours to 2 days "in the field," studying first hand about plankton and jelly fish, learning how to seine and to take accurate water samples.

The Center was the brain child of two junior high school teachers who decided the teaching of science could be greatly improved by using the living laboratory outside the classroom window. After their ideas were refined, and programs and objectives for each grade had been developed, the Center was funded in 1972 by the U.S. Office of Education.

The types of learning activities carried on by the Center vary from grade to grade. In kindergarten, for example, children use environmental coloring books to learn about native animals through slide tapes and feltboard pieces. Sometimes they go out on treasure hunts to search for natural objects.

In the sixth grade, students can go on board one of the Center's two boats to study the Indian River. To prepare for the excursion, the children first study rivers, boat equipment, and water safety measures in the classroom. When the two-day field trip finally arrives, they are able to take marine samples, collect data, and make up a profile of the river based on their findings.

In addition to the field activity, the program requires from 5 to 20 hours of classroom instruction. This includes studies to prepare the children before they visit the Center with their classroom teachers as well as review and posttesting after they return to their home schools.

Most of the Center's activities take place outdoors—mainly around the Indian River. But the Center itself—a rebuilt school—offers some very useful learning tools. A museum, open to the public, houses fish in salt water tanks, a shell collection, and a beehive, among other objects; the wet lab features a 500-gallon tank complete with stingrays, turtles, and crabs available for study.

About 90 percent of Martin County's school children—estimated at 5,400—participate in the Environmental Study Center. In fact, it was the complete cooperation of the school system that helped get the Center started.



"The superintendent of schools liked the idea," remembers Jay Jarrett, director of the Center. "He even went with the two science teachers to Tallahassee to get support. Since then, we have had tremendous rapport and the utmost cooperation from him and the schools in the county."

The Center actively encourages the participation of the community in its projects. For instance, the public is invited to go along on field trips, and retirees from nearby condominiums are asked to play grandma or grandpa to the children. "We even have a big sign outside the Center that welcomes visitors any time of the day," says Mr. Jarrett.

Reports from parents whose children are participating in the Center are overwhelmingly favorable. Out of 1,267 responses to a recent questionnaire, 1,264 were positive. One of the three negative responses came from an irate parent whose child had caught cold on a field trip. Other parent comments ranged from "it was the highlight of the school year" to "she hasn't stopped talking about it all week." Some parents even joined in on field trips to see what the fuss was all about.

Not only has the Center been a hit with the local people, but also its basic concept has been adopted in a number of Florida counties and in North Carolina as well. "Though the teaching method can be applied universally," Jarrett says, "schools that are inland have to change some of the instructional materials, since our materials focus on a salt water coastline."

For further information:

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## Project Adventure

"Riding rapids, trekking through mud, helping each other over rocks and being good friends cannot be felt or known by just reading a book. Things were left up to us. We weren't told how; it was up to us to decide for ourselves."

This is one student's reaction to a three-week trip which involved 49 persons, 19 bicycles, 13 canoes, one mountain, an infinite number of black flies, and teachers who believed that learning should be shared and enjoyed.

The trip was the highlight of one of several hundred programs in more than 30 high schools in Massachusetts and 20 other states. It was part of "Project Adventure"—a new experiment designed to make education just that.

Project Adventure's curriculum is tailored to prepare students for the challenge of living in today's world and to help them meet their individual goals both within and beyond the classroom.

The program has two major objectives. The first is to teach teachers to make innovative use of learning environments in, and apart from, the traditional classroom. The second is to arouse in students an increased sense of reaching out for personal competence and confidence.

Students, as a group, plan and carry out a large scale project that ties the classroom with out-of-classroom activities. For example, one curriculum—"The Sea as Teacher"—uses boatbuilding and marine biology as a central activity. Another centers on restoring a vandalized park. The local history curriculum involves taped interviews on a bicycle tour, and colonial history is appreciated through photographic or other exhibits.

Project Adventure began in 1971 with two grants from the U.S. Office of Education to the Hamilton-Wenham Regional High School in Hamilton, Mass. It still works out of a classroom within the Hamilton school.

The curriculum covers the humanities, physics, biology, physical education, art, disciplinary education, studies in urban awareness, student tutoring, and other types of community service.

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## **Alternative Schools**

## High School In The Community

STUDENTS: ARE YOU TIRED OF YOUR HIGH SCHOOL WITH ITS RIGID SCHEDULE AND REGIMENTED COURSES? WOULD YOU LIKE TO CHOOSE YOUR OWN PROGRAM FROM OVER 100 APPROVED COURSES?

Sound like an ad for an exclusive private prep school? Not so. It is a description of some of the advantages students in New Haven, Connecticut, have when they attend the High School in the Community (HSC)—a program so popular that a series of lotteries are held to select the lucky 280 who will attend each year.

HSC began eight years ago when a group of New Haven teachers finally admitted that some students need more than a regular high school program. For these special students, they designed the High School in the Community, which offers students a variety of curriculum options yet has the same requirements for graduation as the three other local public high schools.

When HSC opened its doors in 1970 with the blessing of the local board of education, the other schools in town looked upon it as a place to dump potential dropouts, troublemakers, and students with behavior problems. But it soon became clear that this was not the case. Over 60 percent of the HSC graduates go on to college.

Take the case of Larry. He was disillusioned with school and was simply marking time until graduation. Then he got into HSC.

In a special architecture class, Larry started researching the possibility of building a round church—an idea he had got from his pastor who was beginning a building fund for that purpose.

As Larry explains, "At first I wasn't really interested, but once I got started I began to enjoy the class. The teacher took us on a field trip to Yale School of Architecture and that got me really working."

Larry did so well that his math teacher recommended him for a 6-week course at Pratt Institute of Art in New York. Now he's hoping that by the time the congregation raises enough money to start building the church, he will be the architect who completes the project.

What makes HSC effective is the high caliber of the teachers and the individualized attention they are able to give their students. The program has an incredible ratio of 1 teacher for every 10 students.

All of the teachers volunteer for the program. Applicants are carefully screened and interviewed by a council of students, teachers, and parents. Only

those that relate well to teenagers and have a real desire to help them are selected.

In addition, a number of people in the community—people in business, industry, the professions—are involved in HSC. Students receive classroom credits for work they do in the community and, at the same time, learn first-hand about such fields as advertising, architecture, data processing, drug therapy, photography, and engineering.

Community volunteers also work in the classrooms. On any day of the week you might find a well-known attorney teaching constitutional law, an actress giving drama lessons, and doctoral candidates at a nearby university lecturing in psychology, chemistry, and the like.

The atmosphere at HSC is challenging and fun. And the students love it. They like the fact that their teachers work closely with them, that they are always available for guidance and counseling, and always willing to help them with personal problems. The students also say that—because of the great mix of students enrolled at the school—they themselves have become more tolerant of other races, social classes, and life styles.

Perhaps the best indication of the students' feelings about HSC was their willingness to clean the school themselves last year when there was no money for custodial services. As one student put it, "We'd rather wash the john than see our school go down the drain."

For further information:

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## The Upstairs School

Students in Roosevelt High School (Portland, Oregon) claim that—except for the “freaky flowers”—the Upstairs School for remedial reading is worse than a concentration camp.

Yet they love it and spend as much free time as possible with their teachers.

The Upstairs School, so-called simply because it is upstairs, offers help to a group of high school students who for one reason or another have had trouble learning to read.

The students all read at least 2 years behind grade level, usually more. Several of the high schoolers are still with Dick and Jane in the first grade reading series.

Mostly, they live in a Federal housing development with a high rate of change. They are a transient population that comes from many different areas with many different problems. And the student who tries often gets chided. “What ‘cha studying for? Are you nuts or something?”

In the Upstairs School there is none of this. There are strict rules to be followed.

Rule 1 is no student makes fun of another student—or he earns double time. Also no tardiness is tolerated. And no sassing. It is the philosophy of the teachers that discipline must be maintained if learning is to take place.

To polish a few of the rough edges, the students may attend “Charm School” after the regular day is done. At this time the teachers pleasantly help students learn to meet the demands of the staff. They learn to be in their seat and ready to work when the bell rings, how to listen, how to speak civilly to one another.

“When I first came here all the teachers were mad and mean. I was a rat, but soon I straight up,” wrote one tenth grader. Then he hastened to add, “Now all the teachers are nice.”

Along with discipline comes respect not only of students for the teachers but teachers toward students. All of the teachers and aides in the Upstairs School are people who care. “They really love, admire and have tremendous respect for their students,” says Principal David Wienecke. “Each one wants to be the person to turn a student on—an opportunity of a lifetime.”

Students begin the program with simple reading assignments so they can see improvement immediately. The size and length of the task is gradually increased as the student progresses. Point cards are kept daily so the boys and girls always know where they are gradewise for the day, the week, the month.

Sluggish reading habits are broken by teaching sounds, blending, and then presenting nonsense words so that students immediately get practice in sounding out words.

There are vocabulary drills, speed reading, and comprehension tests. Teachers don't care if the students use four letter words. Instead they develop exercises for unknown words. And as the student learns to read better and better, they teach speed reading and creative writing.

The program, now in its eighth year, began at a time when Roosevelt High School was being torn apart by physical strife. The issue was not racial but rather one of general frustration. The children were not having their educational needs met and wanted something done about it.

"The Upstairs School was a practical necessity," Wienecke points out. "It was not only needed to help the kids who needed help, but it was needed to help the total school."

Today some 250 students are participating, though not all of the students are in the reading part of the program. Some are deficient in math and are seeking to improve their skills in this area.

Students stay in the program as long as they need help, usually a year or so. But sometimes a kid will say, "I think I can make it back in the regular classroom." So the teachers let him try. If he doesn't make it, he knows he is always welcome back upstairs.

For further information:

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## Project PASS

In 1972-73 Pinellas County, Florida, had the dubious distinction of issuing more student suspensions than almost any school district in the Nation. The system had 94,000 students and 12,000 suspensions a year.

Not so any longer. Last year only 4,700 suspensions were made, a dramatic drop in an era when other school districts were seeing sharp increases.

What happened?

Project PASS was inaugurated with funds from the U.S. Office of Education. PASS stands for Positive Alternatives to Student Suspensions. It operates in all Pinellas County high schools and a few of the middle and elementary schools.

John Kackley, PASS psychologist, explains: "A lot of kids get into trouble because they don't have anyone to talk to about their problems. What they need is an effective listener."

In Pinellas high schools, the "effective listener" sits in a Time Out Room where students can come any time they want or are sent by a teacher. "The listener is just that," Kackley emphasizes. "He is not a child advocate, because that would turn off teachers and administrators, nor is he a prosecuting attorney because that would turn off the kids."

Here's how a typical conversation might go. Jean, a tenth grader, has been sent to the Time Out Room by her English teacher.

"That teacher's on my back again about whispering," she complains.

"Well," says the listener. "Why do you whisper?"

"I needed to find out the assignment. Besides it didn't make any difference."

"Then why did you do it?"

"I don't know. It sure didn't help me, because the teacher is in the room and I'm down here."

"What would you like to have happen in that class?" asks the listener.

"I'd just like to get through the course and get that teacher off my back."

"OK. What can you do about it?"

"If she'd get off my back, I'd . . . ."

"No. What can YOU do?"

"Well, I guess I could go in there and not talk."

"Fine. When can you start?"

"Tomorrow. And I'm not going to whisper any more this year."

"Hold it," warns the listener. "You know you can't do it for the rest of the year. Let's just say tomorrow or the rest of the week."

And the pact is made.

The teacher, of course, is told. And Jean stops by the Time Out Room the next morning to repeat the promise. After class, she drops by again to tell how it went and to get a few words of encouragement for tomorrow and the rest of the week.

According to Kackley, the most common complaint of students is that "nobody in the school cares what happens to me."

Project PASS takes care of that, too. A 12-week course of humanistic activity in the classroom guarantees that every kid in the room will know every other kid in a positive way and the teacher will know each kid in that same way. Anyone who wants can participate, but no one has to. The activity begins with five kids in a group exchanging "non-threatening" information—the three most beautiful sights I've seen, three things I'm good at, the three people who are most important in my life. It proceeds from there and ends in a warm and caring atmosphere with each child knowing that someone does care about him or her.

Then there's the basic encounter—an after-school program that anyone can join. But it's on a first-come, first-served basis, and only 20 persons can join a session. Here the students can discuss anything they wish—drugs, sex, stealing or the most important question of all, "How can I get along with my family?" Actually, these sessions center on each student asking, "Who am I? How do I affect other people? How can I be more effective? Where am I going?"

Another 12-week course focuses on problem solving, finding techniques that work in relationships with others, and helping the students examine their values so they know what's worth fighting for.

Because teachers have much the same problems as students, parallel courses are set up for them. And before school each fall, the whole staff gets together for 1, 2 or 3 days just to get to know each other.

Teachers say these courses help them better understand their students. They find they are able to analyze behavior instead of just reacting to it. And everyone's a lot better off—students, teachers, administrators.

For further information:

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## Drug Prevention Education

Games with names like "Headache" and "Secret Friend" are part of the serious business of a drug prevention education program in Appleton, Wisconsin.

The program recognizes that the specific problems leading to drug abuse vary from individual to individual. But one thing abusers share is a low feeling of what they are worth and an inability to solve their personal problems.

The Appleton program has two goals:

- Help students feel better about themselves.
- Teach problem-solving skills.

The games with amusing names help, but according to project director Dr. Artie Kearney, "We also teach facts about drugs and try to stimulate healthy attitudes toward their proper and improper use. It is meant to be a prevention program dealing with the *reasons* kids use drugs."

Program materials for grades 2 through 6 use special activities based on four general themes—self-concept, values, decisionmaking, and drug information. All the materials, but particularly those on values, stress that the teacher should not be judgmental nor moralize. Said one introduction to teachers, "It is necessary for the class atmosphere to be one of trust, respect, and acceptance." The important thing is to involve students in looking at issues, NOT in deciding for them.

In one class, third graders are working on self-concept. As Dr. Kearney said, "If you know and understand yourself and your problems, you can make a decision. But to solve your own personal problems, you need a good self-concept."

One self-concept game for third graders is called "Everyone Has Talents." Each child stands before the class and explains drawings of things he or she is good at. The youngsters show drawings of themselves riding bikes, doing math, and smiling. The game has clearly helped some of them accept themselves. One plump little boy whose parents own a restaurant got up to name a number of things he was good at. Then, he finished off with some delight. "I'm good at eating, 'cuz I do a lot of it."

He wasn't the only one who felt good about himself. Of 99 students tested a majority became more open in class (72 percent), more willing to participate in activities related to the project (69 percent), talked more about their feelings (72 percent) and showed positive behavior changes outside of the classroom (54 percent).

One teacher found her students "more sure of themselves and of speaking their own opinions." And they weren't the only ones to benefit. Observed this same teacher, "I think this program has helped me as a person and a teacher to relate better to children and to listen to them—to try to be their teacher and friend."

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## Alternate Learning Project

Everywhere across the Nation there are high school students who are unable to make it in the traditional school setup. They need a different kind of atmosphere and special help.

In Providence they are getting it. The Alternate Learning Project offers an internship program coupled with continuous counseling for problem students in grades 9 through 12.

Actually, it's a school without walls that allows students to participate in a whole range of educational experiences. They can become a carpenter's apprentice or study pottery if they wish. They can weave with a professional weaver, study with a photographer, or learn specialty dancing from a trained dancer.

About 125 students participate in the program run by a full-time staff of eight. The students have a large say as to the subjects offered, but the need for developing basic skills is always stressed. Parents and others in the community are involved in policymaking for the program.

Some 80 classes and tutoring situations are held at the school, and students are placed in organizations, professional offices and in other schools as needed throughout the city. The project staff serves a dual role as teachers and counselors.

The program presents a wide range of teaching and learning styles and features small-group and individual instruction. Students are permitted to select their own programs.

Emphasis is placed on community involvement with instruction often by volunteers and professionals from the adjacent community. The Alternate Learning Project is open to students with varying abilities and, besides those in grades 9-12, is available to students in the middle school and even adults. The program can be adapted to supplement an ongoing program.

The learning experience includes such activities as the French class traveling to Quebec for a weekend, with the Spanish class spending Christmas vacation in Mexico. The resources of area colleges and universities are used. So are the gym facilities of the Boys' Club and YMCA and the shop facilities of the city's other high schools. School officials have discovered that what they don't have immediately available in the Alternate school, they can usually find in the world outside the project.

No specific materials are required. Teachers generally put together their own

curriculums. Cost per pupil is slightly below the city average for the secondary level in Providence.

Evaluations of the project have shown that it has greatly reduced absenteeism and dropout rates. Sixty-five percent of all the students who have participated in the program have gone on to four-year colleges. Many of these students would not have pursued higher education had it not been for their involvement in the project. Other evaluations have shown improved attitudes toward schooling and improved self-images.

For further information:

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## Talents Unlimited

"Pretend you have the job of naming a city. Think of several varied and unusual names that would be just right."

Children in Mrs. Elizabeth Jones' third grade class in Orchard Elementary School, Mobile, Alabama, face this and similar problems daily in their Talents Unlimited project.

The objective: To teach the children to expand their minds, to ponder, to toy with, and otherwise process knowledge.

Talents Unlimited is based on the theory that everyone—even a child with few academic skills—has at least one talent that can be developed. The talent may be in productive thinking, communications, decisionmaking, planning, or forecasting, which Mrs. Jones is currently teaching.

But whatever the talent, it must be developed, and the child must know success.

"With six measures of success, all children have an opportunity to rise above the average in at least one skill," says Sara Waldrop, project director.

"If we limit ourselves to cultivating merely one talent—academics—only 50 percent of our children will have a chance to be above average. But take six talents and cultivate these, then 9 out of 10 children in the regular classroom will be average or above average in at least one of the six talents."

The job of the Talents Unlimited teacher is to cultivate whatever talents a child might have instead of letting them lie dormant. Many trick titles are used to catch the interest of the children. A fourth grade science class in planning is labeled "Move Over, Molecules." An art activity which is part of communications development involves the children in a Draw-In. And there are always the "what if's"—What if riding camels became popular as a way to beat the gas shortage? What if our Nation had been settled from the West Coast to the East Coast rather than from East to West?

In this way, talent training is adroitly drawn into the teaching of all academic subjects. For example, communications may become a part of a science lesson. When studying living things, the children may be given a locust shell and asked to compare it with other things which are fragile. Because their training has made them more alert to the world around them and more verbal than most children their age, they give such answers as "as fragile as a butterfly's wings" . . . "as a baby's head" . . . "as fragile as love."

"They actually begin to talk in lyrics," Waldrop says.

In fact, when asked "What has the Talents Unlimited program meant to you?" one fourth grader answered, "Talents burn a candle in my mind."

For further information:

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Talents Unlimited  
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## Project Simu-School

Before putting up new schools or hiring new teachers that may not be needed a few years from now, school planners can "look before they leap," thanks to a set of computer simulation models developed by the Dallas Independent School District.

Working with a grant from the U.S. Office of Education, Dallas came up with Project Simu-School. The project developed four computer programs that enable the electronic crystal ball to tell school officials just about everything they need to know before allocating scarce tax dollars to meet future education needs.

One computer program looks at population movement, in or out of a community, and expected family size to estimate how many students will actually be in a school district 5, 10, or 15 years hence. Another program assesses how many schools and what types of instructional programs will be needed. Still another shows faculty requirements. The fourth program is a financial model that predicts how much it will all cost.

Are such simulation models really needed? Ask the Terrell Independent School District, a suburban district outside Dallas with a rapidly growing population. Terrell school officials found themselves in a difficult position. Voters had readily passed a school bond issue, but no one was quite sure how the money should be spent. Would one school take care of the expected student increase, or would more schools be required? How many elementary and secondary classrooms would it take? Where should one or more new schools be built?

Project Simu-School came to the rescue. It offered Terrell the models that had already been successfully tested in Dallas and provided technical training in how to use them. Programming the models through the computer gave Terrell planners some 400 printouts on which to base their decisions. They found that one new school, a junior high, would be enough, provided they brought portable classrooms for use in a few otherwise crowded schools and made some additional adjustments.

Based on these and similar successes, Project Simu-School is gaining acclaim as an innovative approach to education decision-making. Already, the Washington State Department of Education, using computers at Washington State University, has plugged its own data requirements into the Dallas simulation models so that school districts throughout the State can take advantage of the planning system. Seattle, Spokane, and Clover Park are

already using one or more of the models. Minnesota, Kentucky, New Jersey, and other State and local school administrations have also expressed interest.

For more information:

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## **Special Interests**

## Institute For Political And Legal Education

Did you know that of 600 high school students surveyed—

- 94 percent don't know how to register to vote,
- 79 percent can't name their local, State or Federal elected officials, and
- 60 percent are disillusioned with politics in general?

Not so in 27 high schools in New Jersey. Here a social studies course called IPLE (the Institute for Political and Legal Education) has turned apathetic students into informed citizens and voters. IPLE takes students out of the classroom and into the real world of mayors, senators, and lobbyists.

The idea for this program began in 1969 when a group of concerned parents in Burlington, New Jersey, asked Barry Lefkowitz, a social studies teacher, to get their children more interested in politics and citizenship.

Lefkowitz believes that "part of the problem with education today is that most schools are cut off from their communities. It is important that schools bridge this gap by involving students in the towns and counties where they live."

IPLE has three basic units: voter education, government decisionmaking, and individual rights:

*Voter education* sends students out to register voters, organize babysitting and transportation services on election day, and plan simulated elections in school.

In the *government unit*, the Student Lobbyist Training Center in Trenton helps students learn to draft bills and monitor their progress through the State legislature, including lobbying along the way.

The *individual rights* unit helps students understand consumer laws and the juvenile court system.

The course can be offered as a replacement or as an elective for a year of required American history. It emphasizes student participation, first in school with study, discussion, and role playing, and then outside in community projects. In some classes, students spend about 35 days a year in field study and in internships with elected officials.

At the end of each year, students hold a model congress, a 3-day mock legislature. This congress draws several hundred students from all over the State to Stockton State College in Pomona, New Jersey. Here they debate, in committee and full house sessions, the proposed legislation they have drafted.



They form political parties and generally follow the process of a regular session of Congress.

After taking this course, students show more interest and increased knowledge in politics and citizenship. And their interest doesn't stop at the school house door. They continue to use what they have learned outside the classroom—in activities in their communities.

IPLE has proved so successful in New Jersey that many school districts across the country are adapting it for use in their school systems. Some 30 other States already have.

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## Urban Arts

A group of chattering school children shuffle into the museum gallery, crowding around a small, unobtrusive piece of sculpture. Their guide positions herself at the head of the group and confidently reels off the name of the artist, the style used, and the materials employed.

A typical class trip? Not quite. For the guide is not the average, salaried, museum employee. Rather, she is a 15-year-old high school student involved in a program to help her gain first-hand knowledge of artists and their world.

It is all part of a growing arts program in Minneapolis entitled Urban Arts, which seeks to establish a daily working relationship between area schools and community artists and art organizations.

Urban Arts exposes young people from kindergarten through grade 12 to a variety of art forms—from music and dance to film and photography to art and theater. Making better use of the arts in the school system is one of its main objectives. Local artists serve as teachers in the classroom, supplementing regular instruction through team-teaching, daily workshops and in-school projects.

Urban Arts also aims at making better use of community cultural resources. To accomplish this, the learning environment shifts from the classroom to places where the arts are created, performed, or housed—to galleries, museums, theaters, and concert halls. By making good use of already existing community talent and facilities, Urban Arts has evolved into an example of effective cooperation between local schools and the area art community. In fact, 23 arts organizations have become involved in the venture to date.

Students in Urban Arts are given the opportunity to experiment with art first-hand, and reactions from both students and parents have been positive, says program director Wallace Kennedy. "But I want to stress that we're aiming to increase the consciousness of the student and the creative world about him. We are not trying to develop a student's career goals."

Kennedy says a similar arts project can be started in any community across the country, regardless of size. "All one needs is to identify the talent of the community and within the school itself. There may be a budding violinist acting as principal who is unable to tap his talent in his current job. You really need to open your imagination and act out your dreams."

Urban Arts has helped eight additional projects get started across the Nation. These programs have been begun in large cities, such as Seattle, as well as smaller communities, such as Spearfish, S. Dakota.

Students involved in Urban Arts can participate in a variety of projects designed to increase their awareness of the world of art and to allow them to form their own aesthetic judgments. For example, at the elementary summer school, the children developed and produced their own puppet theater. They were involved in every facet of the production—from making and designing costumes for the puppets to writing the script to constructing the stage.

At Central High School, the Minnesota Orchestra has become a member of the faculty, using music as an agent for teaching classroom subjects. For instance, impressionist music would be used in a studio arts class, and an American history class would revolve around a study of the early American composers.

Elsewhere, elementary school children participating in summer school spent time learning how to write a book. The students relied on their own experiences or on their imaginations to create resource materials. In the process, they learned about editing, selection, and illustration. In addition, grammar, punctuation, and spelling were emphasized, so the project turned into an interdisciplinary course as well.

"This," says Kennedy, "is one of the aims of the program—to cut across class lines whenever possible. We want to interrelate the arts with the regular school curriculum to show they do have their own place in today's education."

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## Senior Elective Program

The transition from high school to college is a big step for most students. But a New Jersey high school makes the step smaller and easier.

Rumson-Fair Haven Regional High School has adopted a senior elective program that gives students the freedom of subject choice, independent study, and an open campus—a first taste of what life is going to be like “after high school.”

It all began in 1971 when a new building was designed to accommodate an open curriculum. Innovation was clearly in order, but just what? Nobody really knew.

That summer, with money from the U.S. Office of Education, 6 teachers and 18 students were hired to investigate curriculum innovations around the country. Their job was to recommend a curriculum suitable for their new school.

They came up with five suggestions:

- Consolidate regular academic work into three years, leaving the fourth year for open-ended experiences and experimentation.
- Divide the school year in five parts—seven weeks of study followed by one week of vacation.
- Develop minicourses on a wide variety of subjects that appeal to both college-bound and other students.
- Require every student to do an independent study project or community service activity, or get a part-time job during the school year.
- Allow students the freedom of an open campus.

The faculty and school board bought their recommendations, and Newton Beron was named director of the Senior Elective Program.

The program satisfies two basic needs. It keeps student interest high and cuts down absenteeism.

About 90 percent of the students at Rumson-Fair Haven go on to college. By the middle of their senior year most have received their college acceptances and high school becomes a bore. Those who do not go on to college have for some time been waiting out high school graduation. They, too, become apathetic.

The Senior Elective Program takes the boredom out of the senior year at Rumson-Fair Haven. Many students complete the basic requirements for graduation by the end of their junior year. So the fourth year is mainly for things they really want to take.

The students have 90 minicourses to choose from. Subjects range from the

highly academic (vital issues of the Constitution, marine ecology, sets and Venn diagrams) to hobby and skill oriented activities (jewelry making and lapidary, auto mechanics, electricity and home repair, contract bridge for beginners, and antiques).

Some students take all academic subjects; some take a mixture. Every student has a tailor-made schedule just for him or her. "How many courses are taken depends on the kid," Beron says. "Some take five regular academic subjects; some take only one academic unit and as many as 13 minicourses. But all are in class a minimum of 60 percent of the school day."

Sometime during the year each student must conduct an independent project. He can participate in community service work—at a local drug rehabilitation clinic or hospital, as a volunteer aide in the elementary grades or, perhaps, if he is bilingual, working with children whose second language is English.

Or the senior may choose a study project which involves considerable research and actual experiences and observations. Last year, one young man did a shadow study of a police officer; another studied the local judicial system.

The third choice would be an actual job either during off hours during the day, or evenings and weekends.

Because of its unique approach, the Senior Elective Program at Rumson-Fair Haven is being copied by other school districts across the Nation. Already, three schools in Kansas have initiated a similar program; so has a school in Minnesota and another in Colorado.

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## Focus

"I didn't know I could feel so good about myself," Dick said.

"For the first time in my life I feel like I'm relating positively to other people," said Jane.

Dick and Jane are the same students who a year ago were having serious behavior problems both in and out of school. Their grades were at an all-time low. Dick was on the verge of dropping out; Jane was becoming withdrawn and alienated from everyone around her.

That is, until they volunteered for Focus, an alternative education program that operates in Kellogg and Ramsey high schools in Roseville, Minnesota.

Focus recognizes that alienated youth share a low feeling of self-worth and a sense of hopelessness for their futures. And that's where it focuses first.

There's no magic formula to get students to like themselves but, according to Ed Larsen, program administrator, the teacher makes a big difference. "A teacher who really cares can make a child feel important," Larsen says. "And once the student has developed a positive self-concept, he or she can begin to care for and relate to others."

The backbone of the program is a small class called Family Group. Eight to ten students and one teacher-advisor meet daily to discuss and deal with student problems.

Here students confront each other with their inappropriate behavior—and sometimes in a way that makes them uncomfortable. This peer pressure forces each student to come to terms with his or her actions and reactions. But as Larsen says, "Teachers and fellow students who care about each other can get across that it's the *behavior*, not the *person*, that's being rejected."

This interest in one another is important to the success of Focus. In fact, a student can only get into the program after being interviewed and accepted by a committee composed of other Focus students. And it is a student government—two members from each of seven Family Groups—that makes the rules and decides the penalties if they are broken.

Students often sign contracts to correct a particular problem. They pledge such things as "I will not miss my first class," "I will be home for dinner every night," or "I will not drink more than one beer an evening." To help make the changing and growing process a little easier, students support each other in carrying out their new tasks. For example, Joe might phone Bob every morning to make sure he gets to his first class on time.

In addition to this social support, Focus students get help in subject areas and

special work experiences. The courses that generally give students the most trouble—English, social studies, and math—are taught by Focus teachers. To perk up student interest, teachers use materials and approaches the kids are particularly interested in. Hot Rod magazine is used to motivate students to read. Learning how to finance a car or a house or a stereo becomes a math lesson. Comparing prices at grocery stores is taught in consumer information.

Students also meet for one hour a day in an occupational relations seminar and discuss such topics as self-development, on-the-job human relations, and decisionmaking. They might take field trips to local businesses and serve internships at local industrial plants, gas stations, restaurants, or car dealerships for a first hand view of the responsibilities and realities of employment.

Since the Focus program began six years ago, dropout and absentee rates in the two Roseville high schools have gone down, and there have been fewer disciplinary problems and court referrals. Focus also boasts achievement gains and improved attitudes toward school. But most rewarding of all, the students really like themselves.

It's no wonder then that the U.S. Office of Education gave the Roseville School District a grant in 1975 to help other school districts adopt the program. More than 450 educators in 30 States have been trained in the Focus techniques. Seventy-eight schools in 23 States now use the program.

For further information:

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## Every Child a Winner

Not every child needs to develop the skills of an athlete, but every child needs to know how to jump over mud puddles and to control himself in a crowded bus or cafeteria line.

The Health and Optimum Physical Education Program developed in Ocilla, Georgia, helps children learn these things—how to move within a limited space, how to use space more efficiently, and how to respect the space of others.

"I can't get over how orderly the children are," remarked a recent visitor to the project. "They don't push and shove or run over one another."

They don't because they have been trained in space concepts, body awareness, and the quality of movement. They have learned how to move the body with varied force, at different speeds, and in certain levels and ranges. And they have learned to become self-directed and less dependent upon their teachers.

Movement education techniques allow each child to develop movement patterns—running, throwing, catching, and so forth—without the pressures of competition. Each child progresses at his own pace and experiences his own successes, thus living up to the project's slogan, "Every Child a Winner."

Not only is each child a winner; so is the project. It has measurably improved fitness and motor skills as well as student behavior and self-concept.

One reason for its success in Ocilla has been the strong support it has received from the community. This plus the fact that it does not cost a lot of money—less than \$2 per child the first year; \$1 a year thereafter.

At the start of the project, children brought scores of old tires to school for use in tire climbs and walks, as balance beam supports and hurdles. Senior citizens built archery standards; civic clubs made bean bags and yarn balls. High school art and home/economic classes made target baskets and pinnies to identify athletic teams.

A local vocational technical school helped with the larger apparatus—a Gym-Jim set, barrel tunnel, chinning and parallel bars, and uni-ladder—which required plans and drawings as well as welding. An organization of young farmers built a covered play area including wooden fences, telephone-pole balance beams, a log climb, and a tree stump.

Through the cooperation of the Irwin County High School, five quarter hours of credit in physical education are awarded to students who serve as aides in the project. Through the cooperation of the Irwin County Health Department, treatment is available to any children who have special health needs.

For Martha Owens, director of the project, it all seems like a dream come true. "You don't know how rewarding it is to know that Ocilla children are no longer being put down for what they can't do but lifted up for what they can do," she said.

Ocilla children, however, are not the only ones to benefit. The Health and Optimum Physical Education Program is being adopted in schools as far away as New Mexico. Already it's used in 16 States, and educators in several others are exploring the possibility of adopting the program.

For further information:

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## Learning To Read By Reading

For men who have served time in San Quentin and other California prisons, transfer to the Sierra Conservation Center some 150 miles east of San Francisco is usually the first step toward freedom.

With parole coming up, they can train for a paying job on the outside in the Center's many vocational programs. If they pass the coursework in forestry, for example, they can be assigned to one of the Center's forest conservation stations up in the hills, fighting fires, controlling soil erosion, and planting trees.

Job-training options depend on one crucial question: Can they read? If not, they are stopped before they start—unless they try a unique basic reading course developed by the Center and currently funded by the U.S. Office of Education.

"Learning to Read by Reading" is different from standard reading programs for children. It is designed for adult males who are street-wise but patience-short when it comes to drill in phonics and word recognition. Such dull but necessary teaching techniques may have driven many out of school in the first place.

The Center's approach? Start with pictures or symbols of word sounds that men can relate to. The *ch* sound is represented by a chisel, the *aw* sound by a saw, and the short *i* sound by an inch of ruler. All word parts can be so keyed.

Student-inmates read aloud from books they themselves select, encouraged and corrected as they go along by a certified teacher or a trained aide. They also read along with captioned filmstrips and feature-length films, watching the printed words as they appear in the captions. This way they can identify spoken and written words simultaneously. No student fails. Each simply moves ahead as fast as he can. Typically, men who were almost illiterate in the beginning read several grade levels higher after 14 weeks.

The Center's program developers were convinced that public schools could adopt the method for children and adults with reading problems. They submitted proof of success to the Office of Education, which validated "Learning to Read by Reading" as a creative approach worth making available to the Nation's 16,000 school districts. The project has an Office of Education grant to spread the word and provide technical help to school districts that want to use the program. Adopting schools report that boys—and girls—have no trouble understanding the chisel, saw, and other word symbols developed for adult males.



In California, the program is being used in an elementary school in Round Mountain, a high school in Red Bluff, junior and senior high schools in Mariposa, adult education centers in Pacifica, classes for handicapped people in Stent, and even for students at the Chaffey Junior College Reading Center.

It is also being used in nine other States, and the Illinois State Department of Education has funded a project for the express purpose of telling other educators within the State about the program.

Other out-of-State adoptions include youth corrections centers in Missouri, a community college in Oregon, and an adult education program in Seattle, Washington.

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## Philadelphia Career Education

Only a part of 17-year-old Ken Jones' formal education is taking place in his traditional high school. One-fifth of his school time is spent elsewhere in the community.

Yet Ken plans to graduate on schedule next year with his classmates. And when he does, he knows what he wants to do—study medical technology at a two-year college.

Ken is one of 400 students in Philadelphia who are participating in an education program that makes the community their classroom and teacher. It does this by matching students with cooperating members of the world of work—such as veterinarians, doctors, florists, legal secretaries, attorneys, arc welders, cabinetmakers, journalists, and teachers.

As the adults perform their daily activities, they share their knowledge, talent, and experience with the students. This is the heart of the Experience-Based Career Education (EBCE) program in which Ken is participating.

Ken first sought to enroll in the EBCE program in the ninth grade. He was bright, but aimless and bored by the conventional curriculum.

In the EBCE program, he was exposed to various career clusters and took a special liking to handicrafts.

Ken indicated he might like to own and operate a leather crafts shop. So his teachers and counselors matched him with a leather shop owner. It didn't take Ken long to discover this was not the career for him. It did not provide the easygoing lifestyle he had expected. He hadn't counted on such things as ordering supplies, keeping books, hiring and supervising clerks and craftsmen.

So Ken looked at career clusters. He found the medical services cluster fascinating and explored it in depth. Now in his junior year, he is working with medical technicians learning about what they do. One recent activity involved reading blood cell counts in a serology laboratory. (In analyzing his own blood, he discovered his diet was too high in carbohydrates.) He also has learned how to run clinical tests for pregnancy and how to take a throat culture, incubate it, and perform an analysis.

During this learning process Ken became aware of his poor math skills, particularly in figuring ratios and percentages. His teacher in the Academic Resource Center adjusted his math curriculum to focus on this deficiency.

The EBCE Program in which Ken is participating is monitored by Research for Better Schools, Inc., a regional educational laboratory funded by the National Institute of Education and located in Philadelphia. The local school

system finances the program which also has been adopted by schools in 19 other States serving 6,000 children.

Ken and other students participating in the EBCE program had to volunteer for this alternate form of schooling. Some of the volunteers are potential dropouts and otherwise can't cope with the discipline of more traditional schooling. But this is not true of all, and isn't in Ken's case.

Once a student is selected for EBCE, a staff of professionals identifies his or her learning needs, career desires, and potentials. An individualized plan of fulltime learning then is developed for the student. It is the student's responsibility to follow the plan, which may involve meeting rigid time schedules and following directions given by businessmen and foremen.

No EBCE program can work without the active and positive support of the local community. Student participants are looked upon as learners, not employees. Therefore they are not paid for their EBCE learning experiences.

But all of those who participate earn credits in school and respect on the job. Through EBCE Ken has been motivated to tackle new experiences, to make decisions and solve problems.

He's already solved his biggest one—what profession to follow in the years ahead.

For further information:

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